

SOCIAL STUDIES

TEACHER'S HANDBOOK  
OF  
SOCIAL STUDIES  
FOR  
CLASSES I AND II



NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

SOCIAL STUDIES

TEACHER'S HANDBOOK  
OF  
SOCIAL STUDIES  
FOR  
CLASSES I AND II



NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING



January 1969

Pausa 1890

© National Council of Educational Research and Training 1969

1.3.2005  
11023

### TEXTBOOK COMMITTEE

Dr. R.H. Dave  
(Head of the Department)

Prof. T.S. Mehta

Dr. A.J. Perelli

Mr. B.S. Parakh

Mr. S.S. Rastogi

Prof. B. Ghosh  
(Former Head of the Department)

Mrs. Murial Wasi

Mrs. Adarsh Khanna

Mr. C.P.R. Bhatnagar

Mr. Chandra Bhushan

### ARTIST

Shri Keshav Chandra Wagh





## *A Word to the Teacher*

Any society takes care of its young through the home and the school. It is through its schools, that a society prepares its future citizens. Hence a school cannot be concerned merely with the teaching of school subjects ; it has to shape the minds of young people so that the life and culture of the society, of which it is a part, may flourish. In a developing society like ours this responsibility of the school is greater, because the school should not only transmit, from one generation to the next, our tradition and culture, but help in the process of modernisation. The young person of today should not just be the old one of tommorrow. Considering the rapid changes in the world of today, he should know the world he lives in and particularly the directions in which we as a nation have to advance so that we can fulfil our "tryst with destiny", as Nehru announced on the midnight of August 15, 1947. For discharging this responsibility, the school depends, among other things, heavily on the teaching of Social Studies, the central concern of which is to understand the relationship between man and his society.

The National Council of Educational Research and Training started work about three years ago on a project to develop curricula and textbooks for Social Studies for all stages of school education. The work was initiated by Mr. B. Ghosh, former Head of the Department of Curriculum, Methods and Textbooks (now Department of Curriculum and Evaluation) and has been brought to its present stage by Dr. R.H. Dave the present Head of the Department. Considerable thought went into the organization of the courses of studies for each class in the school. The central theme of the syllabi for classes one to eleven is *Our Country and its Unity*. These syllabi have been already published.

The present series of textbooks is based on the syllabus for the primary stage, i.e., classes I to V. For classes I and II, there are no textbooks only a teacher's handbook. For classes III, IV and V there are textbooks and teacher's handbooks.

The development of a curriculum is a continuous process. But it has to have a beginning and as is the case with any beginning one has to make a choice. One is tempted to include all that one considers to be significant in a subject in order to ensure subject-matter competence. There are, however, such limitations as those of time and the level of development of children,



apart from many others. Hence a syllabus or a textbook is limited in scope. This is true of the present series of textbooks. What has been attempted here is to translate the contents of the syllabus into the textbooks through a variety of ways like illustrations, maps, exercises and activities which it is hoped, the children will find interesting and the teachers useful in developing desirable attitudes and habits in their pupils.

The content has been developed sequentially from classes one to five as follows :

Class I	Our Home and School
Class II	Our Neighbourhood
Class III	Our State
Class IV	Our Country—India
Class V	India and the World

This is only a beginning. Perhaps we can hope that we have taken the first steps on an exciting journey of educational development in which you and we are partners. Our labours shall not have been in vain if you, as teachers, find the books useful and interesting for the children in your care.

SHIB K. MITRA  
*Joint Director*



## Introduction

Teaching is always an art, and it becomes a fine art when it concerns little children. Put the driest of syllabi in the hands of a competent teacher : he makes it live and the children are attracted to the subject. In fact, the teacher is the pivot of the whole learning process ; effective learning depends a good deal on him.

There are three pre-requisites for successful teaching. *First*, a good mastery of the subject to be taught. The subject-matter of Social Studies keeps on changing as in other fields. New researches and discoveries open up new frontiers of knowledge. Facts, principles and basic theories are invested with new meaning. Facts previously considered important are reduced to unimportance. The good teacher must, therefore, keep himself abreast of new knowledge, of the latest literature on the subject.

*Secondly*, love for the subject and for the children to be taught. No successful teacher can do without this. The tiny tots in the lowest classes of the school look to the teacher for love and affection from the very first day. They are restless and hardly know what it is to be patient. To establish easy and affectionate relations with them, the teacher has to cultivate infinite patience and forbearance and to have real love and affection for them. He has to bear in mind that the seeds of healthy citizenship are to be sown in their minds even at this early age so that the children of today can grow into effective members of the society of tomorrow. They should, therefore, start learning those habits which would in future enable them to live co-operatively and to be equally mindful of their duties and rights.

*Thirdly*, adequate knowledge of the successive stages of the learning process and of the methods of learning and teaching. Teaching young children demands special methods, techniques and emphasis. The teacher should also have a working knowledge of the psychology of child development. Teaching is a co-operative process, particularly in the lower classes, in which both teacher and pupil must co-operate fully and equally. The success of the teacher will depend largely upon the amount of co-operation he can secure from his pupils.

The present *Handbook for Teachers of Social Studies* has been prepared with all these aspects in view. It seeks to deal comprehensively with whatever



has been said in the earlier paragraphs. It briefly indicates the characteristics of child development and includes in some detail suggestions on teaching the subject in general and the subject-matter for classes I and II specifically.

The Handbook is doubly important for the teacher because no textbook is prescribed for classes I and II. It not only outlines the subject-matter but provides hints on teaching as well. However, it is certainly possible for the teacher to make alterations in the contents to suit local variations.

The Handbook is divided into four parts. *Part One* discusses the general aspects of Social Studies and also suggests how to teach the subjects in the five classes of the primary school. Thus, on the one hand, it gives in outline the special features of Social Studies, purposes of teaching it in school, and the syllabus for all the primary classes. On the other, it embodies the psychology of child development, general principles and methods of teaching Social Studies, possible activities to be associated with the subject and the different methods of evaluation of class work.

*Part Two* is concerned with teaching in classes I and II. Systematic teaching is not aimed at in these classes. There is little emphasis on knowledge of facts, the chief purpose of teaching at this stage being the formation of desirable habits. To assist the teacher in this direction, the handbook explains at some length the special characteristics of children of this age and suggests activities to be undertaken in and out of class to further the aims of teaching. A few things from *Part One* have been repeated here : they deserve greater emphasis.

*Parts Three and Four* are concerned with the subject-matter to be taught in the first two classes. The subject-matter is distributed into several units. Each unit starts with a statement of the objectives, which is followed by detailed suggestions on teaching every lesson included in the units. These suggestions, by and large, are the concrete expression of the abstract principles referred to in *Parts One and Two*, and are dealt with under the following main heads :

- (a) Background and objectives : This section gives a brief account of what has gone before and what follows.
- (b) What children should know : This is a summary of the contents of the lesson to help the teacher in the absence of the textbook.
- (c) Teaching hints : The hints indicate how the lesson is to be introduced, how it should proceed, what activities can possibly be undertaken, and to what experiences the pupils are to be introduced.
- (d) Additional activities and experiences : There is not much difference between (c) and (d). The activities and experiences mentioned here may be undertaken by all pupils if there is time or may be assigned to the brighter pupils in the class.
- (e) What children have learnt : This section deals with evaluation and



tells the teacher how far he has succeeded in the teaching of the lesson.

The Handbook, it will be seen, lays great stress on activities and abounds in stories. Stories appeal to children and both activities and stories help indirectly in the formation of desirable habits and in the inculcation of worthwhile values.

A number of wall-pictures based on the syllabus have been specially prepared to go with the lessons and have been reproduced in miniature in Parts Three and Four. Their usefulness is, however, limited, because of regional variations for no set of pictures can apply to the whole of India. They can, of course, be used as models in the preparation of pictures required for schools in different regions.

The fact that the Handbook contains nothing more than outline suggestions bears repetition. The suggestions are neither exhaustive nor meant to be followed rigidly. What is intended is guidance. The teacher is free to make alterations in the light of his needs and conditions.

The Handbook is in the hands of the teacher. Its fulfilment lies in its use in the classroom.

THE AUTHORS



## *Contents*

	Page
FOREWORD	iii
INTRODUCTION	v
<b>PART ONE. SOME GENERAL PRINCIPLES</b>	...
1. The Rationale of Social Studies	1
2. What is Social Studies	1
3. Objectives of Teaching Social Studies	2
4. The Syllabus	5
5. Child Development	6
6. Some Suggestions for Teaching	8
7. Use of Textbooks and Wall Pictures	10
8. Pupil Activities	11
9. The Primary Teacher	16
10. Evaluation	17
<b>PART TWO. SOME SPECIFIC SUGGESTIONS</b>	
<b>FOR CLASSES I AND II</b>	19
1. Children in Classes I and II	21
2. Characteristics of Children from Five to Seven	21
3. Objectives of Teaching Social Studies in Classes I and II.	23
4. The Teacher in Classes I and II	23
5. Suggestions for Teaching	25
6. Evaluation	28
<b>PART THREE. SYLLABUS FOR CLASS I</b>	31
<b>UNIT A. OUR SCHOOL</b>	33
1. The First Ten Days in School	34
2. What We Do in School (I)	37
3. What We Do in School (II)	43
4. What We Do in School (III)	46
5. What We Do in School (IV)	50



	Page
6. Our School Beautiful	51
7. On the Way Home from School	54
UNIT B. THE HOME	57
8. Who Constitute the Family	58
9. Family Life (I)	62
10. Family Life (II)	64
UNIT C. OUR NEEDS	67
11. Our Needs : Food	68
12. Our Needs : Water	70
13. Our Needs : Clothes	72
14. Our Needs : Houses	74
UNIT D. TALES OF LONG AGO	77
Some Suggestions on Story-telling	77
15. The Story of Master Cave Boy	79
16. Aruni	83
17. Shri Krishna and Sudama	84
18. Shravana Kumara	87
19. Arjuna's Marksmanship	89
20. When Karna was a Boy	91
<b>PART FOUR. SYLLABUS FOR CLASS II</b>	93
Some General Suggestions	95
UNIT A. THE NEIGHBOURHOOD	96
1. In the Neighbourhood of the School	96
2. Village and City (I)	100
3. Village and City (II)	104
4. Village and City (III)	105
5. Village and City (IV)	107
UNIT B. OUR NEEDS	109
6. Where our Food Comes From (I)	109
7. Where our Food Comes From (II)	112
8. Water for Our Homes	114
9. How our Clothes are Made	116
10. Clothes and Seasons	119





		Page
11.	How our Houses are Built ...	121
12.	A Good House ...	123
13.	Our Helpers ...	125
	UNIT C. MEANS OF TRANSPORTATION ...	128
14.	A Trip from Village to City ...	128
15.	Transportation in Cities ...	131
16.	Walking on a City Road ...	133
	UNIT D. WE SEND MESSAGES ...	136
17.	The Postman Brings Our Letters ...	136
18.	We Visit the Post Office ...	139
	UNIT E. OUR FESTIVALS ...	141
19.	Our Important Festivals ...	141
	UNIT F. THE BALA SABHA, THE GRAMA-SABHA AND THE MUNICIPAL BOARD ...	145
20.	The School Bala Sabha ...	145
21.	The Grama Sabha and the Municipal Board ...	148
	UNIT G. STORIES TO ENTERTAIN	
	Some Suggestions ...	151
22.	Whose Swan ? ...	151
23.	Mohan Steals ...	154
24.	Jawahar Steals a Pen ...	155
25.	The Artless Rajendra ...	156
26.	Gokhale the Honest ...	156
27.	Persevering Lal Bahadur ...	157
28.	Two Brave Boys. ...	158



PART ONE

*Some General Principles*



## *I. The Rationale of Social Studies*

Independent India has by common consent adopted democracy as the best form of government. Democracy, however, needs a body of citizens who are ever prepared to shoulder the responsibilities that go with freedom. To have such citizens tomorrow, we must develop in our children and youth of today the knowledge, competence and sense of values that would make them effective members of the nation. The home, the neighbourhood and the social and political institutions, contribute to the development of good citizenship in growing children, but the greatest responsibility falls on the educational institutions, and the

primary school must lay a firm foundation of these qualities and values.

Every society expects its educational institutions to help in developing competent citizens who would at the same time maintain the existing values and adopt fresh ones. Every school-subject must, either through the matter taught or through the ways of learning it, contribute to growth of knowledge and competence in learners. Perhaps, of all the subjects Social Studies can contribute the most. A great responsibility therefore, devolves upon the teacher of Social Studies. He must thoroughly prepare himself to meet that challenge.

## *II. What is Social Studies*

1. A primary responsibility of the school is to prepare its pupils for life. For this purpose, it must see that they acquire the knowledge and attitudes of mind necessary to attain the ultimate goal. The school must, therefore, lay the foundations of the knowledge of the changing world.

The environment in which the child is born is the product of physical and social conditions. The physical environment falls within the domain of geography—the physical features of the land, its rivers,

mountains, climate etc. The social environment is the product of history. The society in which we were born was not built in one day, nor even in a particular historical age. What we see today is the result of changes through the ages. Society as it is today has come to possess certain special features and cherished values which it seeks to preserve. Also, such a society does not want to fall behind the times and, therefore wants to imbibe some new values suited to the contemporary world.



Social Studies acquaints the pupils with both these kinds of values. The primary school only starts this process of acquaintance and to that end, imparts to them the knowledge of certain basic facts and encourages the formation of some desirable attitudes of the mind.

2. The independence we enjoy entitles us to a new prestige and dignity. It has bestowed on us a number of important rights and has at the same time laid a number of heavy responsibilities. The discharge of these responsibilities depends upon related knowledge and frame of mind. Social Studies supplies that knowledge which arouses in the pupil worth-while ideas. These in their turn help him to develop proper habits and attitudes.

The subject-matter of Social Studies is closely associated with life and is centred round 'man and his life on earth'. It tells us how man is related to his environment : how he lives and works in the physical conditions of the village or city, the neighbourhood, the country and the world,

and how he stands in relation to the family, the group, the state and humanity at large.

Through this subject-matter, Social Studies teaches children how to live effectively in society and seeks to develop in them the skills, habits and attitudes that are needed for this.

3. A knowledge of the past helps the understanding of the present, and an understanding citizen has enough knowledge to be able to appreciate his country's past. Social Studies, therefore, includes in it stories from history and from lives of great men. But these should not merely be accounts of the dead past ; they should be enlivened by being related to the present.

4. For the past two decades, our country has been trying to make the nation strong and prosperous. The Five Year Plans are efforts in that direction. Pupils should possess a working knowledge of these plans and projects so that as adults they can give of their best to make the country prosper.

### III. *Objectives of Teaching Social Studies*

Successful teaching demands previous knowledge of why a subject is taught and what difference it is likely to make in the amount of pupils' knowledge, understanding, skills, habits and values. An attempt is made below to summarize, in terms of understandings, skills and abilities, and attitudes of the mind, what pupils are expected to learn at the end of a five-year period of schooling. This account should clear up any misconceptions there may in be the

teacher's thinking and assist him in evaluating his work in class.

- A. At the end of class V, children should have developed the following *understandings*
  - (a) The basic needs of man all over the world are the same, and man has always sought to seek the help of others in meeting these needs. These needs are : food, clothes and shelter.



- (b) Man's life on earth is intimately connected with his physical environment. His activities are to a large extent conditioned by it, though he has always been striving, with varying success, also to turn it to his advantage. For example, man has made intelligent efforts to find water where it is scarce or to soften the rigours of cold where winter is severe.
- (c) Man's life is made possible by the use of physical resources like, soil, water, forests, minerals. Man needs these resources very badly and it is his duty, therefore, to conserve them and to put them to the best possible use.
- (d) Man lives in society and has to depend for everything upon his fellowmen. Every person, thus, is dependent upon the family, the family upon the state, the state upon other states in the world.
- (e) The good life is possible only when relations between man and man are governed by mutual understanding, trust and co-operation. These relations cannot prove to be enduring unless they are informed by a sense of responsibility.
- (f) Every man in society has some appointed work to do, which it is his duty to accomplish to the best of his capacities. He must also be ever prepared to shoulder greater and heavier responsibilities.
- (g) Every Indian citizen today enjoys a number of rights and has some duties to perform. He has to know fully well what these are and how far they go.
- (h) All citizens in a democracy are regarded as equal: they have the same rights and duties. They must learn to respect others' rights and to see that nothing stands in the way of their fulfilment.
- (i) Our country has a number of diversities in the matter of languages spoken, foods eaten and clothes worn. In spite of these diversities, the country is one, and we are all bound to one another by invisible and indissoluble ties.
- (j) India has a rich culture of her own, and we Indians prize several values which must be preserved, and modified where necessary.
- (k) Great men and women through the ages have worked to build up what we know today as India's culture. We should know who they were and what they did.
- (l) We must appreciate other people's views and beliefs, and look upon them with tolerance and respect.
- (m) The world is full of diversities and differences, but we should learn that every country has some contribution to make to world culture. All countries are part of the same world and the ideal we should have before us is that of One World.
- B. By the time pupils leave the primary school, they should have acquired the following *skills and abilities* :
- (a) To read and express themselves through speech and writing.
- (b) To speak with dignity and understanding, and also to listen to others with due respect and attention.
- (c) To speak in one's turn and not to cut in when others are speaking.
- (d) To use words in their proper context and meaning.

- (e) To repeat from books etc. dialogues and short dramas with expression, and to write reports on minor subjects and read them before an audience.
  - (f) To take part in debates and elocution.
  - (g) To learn to undertake co-operative endeavour. (At this age, children are generally too self-centred to think of things outside themselves).
  - (h) To appreciate assigned responsibilities and to work hard to accomplish them.
  - (i) To develop self-confidence, e.g. find answers to questions and problems without the teacher's help.
  - (j) To read different types of maps, e.g. maps showing physical features, temperature, rainfall, products, etc.
  - (k) To compare one map with another, e.g. the rainfall map with that showing products.
  - (l) To decipher symbols on a map, e.g. those showing mountains, boundaries, roads, rivers and canals.
  - m) To estimate from the map the distance between two places.
  - (n) To prepare sketch-maps of India and her different regions.
  - (o) To understand the difference between a map and the globe, and to find oceans and continents on the globe.
  - (p) To read easy charts and graphs.
  - (q) To understand simple chronological time-charts and diagrams.
  - (r) To visualize from pictures and descriptions the ways in which people lived in the past and live today in other parts of the country and the world.
- C. By the end of class V, children should have formed *attitudes of the mind*, which will automatically show in the following habits :
- (a) Proper behaviour with others; use of correct and courteous speech.
  - (b) Easy social intercourse.
  - (c) Systematic work, e.g. planning of work, care of materials and tools, cleanliness.
  - (d) Respect for other people, as also for all religions, languages and professions.
  - (e) Proper use and care of public property.
  - (f) Accepting minor responsibilities befitting their age and capacities, arising out of the realization that their well-being is bound up with the welfare of society.
  - (g) Showing, almost instinctively, honour to the national symbols.
  - (h) A patriotic pride in the past glory of the country.
  - (i) Firm belief in the country's unity.
  - (j) Appreciation of the ways of living in the different States of India.



*IV. The Syllabus*

Every syllabus meant for school classes suffers from certain limitations. Not everything can be included in it. Some items have to be left out, some others have to be stressed. Another dominant principle to guide the selection of subject-matter must always be kept in view : the subject-matter must be chosen with an eye on the needs and interests of children.

The basic principle on which the present syllabus stands is India and her unity. Side by side, emphasis has been laid on her future aspirations and the duties and responsibilities of citizens flowing from them. This has been emphasized in different classes from different points of view, even though the main themes in the classes are not the same. These are :

- in class I : The Home and the School.
- in class II : The Neighbourhood
- in class III : Our state as an integral part of India
- in class IV : Our India
- in class V : India and the World.

A separate lesson has not been devoted to the unity of India, but it is, so to say, the basis of every theme. Despite the variety in the themes, the unity of India has nowhere been allowed to lose in importance.

As early as in class I, the child is introduced to the National Anthem and the National Flag. It is considered enough for him to learn the National Anthem by heart and to stand up while it is sung, and to do proper honour to the Flag. The outward behaviour of showing this respect thus acquires the force of habit.

In class III, the central theme is the

State in which the child lives. He must necessarily learn its position, geographical extent, climate, products, industries and such other physical facts, but it is equally important that he becomes aware of the powerful bonds which bind the State to the rest of India. Various facts have been detailed to strengthen this idea. The products of the State are taken to distant parts of the country ; the products of other States supplement the needs of this State. The rivers, canals, roads, railways, telegraph and telephone, reach beyond the frontiers of the State. The National Symbols are honoured as much in other States as in this ; the National Festivals are celebrated everywhere with the same enthusiasm.

In class IV, the main theme is India and the basic idea is to convey that India's prosperity depends upon the co-operation of all the States and all her citizens. The dissimilarities in food, clothes, languages, festivals and ways of living notwithstanding, a strong undercurrent of unity runs through them. Whatever State we may belong to, we are all citizens of the same India. The places of our pilgrimage—whatever the religion—extend beyond the limits of one State. Articles produced in one part of the country are freely used in another. A complex network of rivers and canals, roads and railways, spreads all over the country without any regard to a particular State.

In class V, the same ideas that were elaborated in classes III and IV are repeated, but now in relation to India and the World. The World is one, and human culture and civilization can prosper only when there is full international co-operation based upon knowledge and understanding,

and informed by enlightened ideas of peace and co-operation.

Prescribed for every class are also a few stories from history. They are not related to any particular part of India. They are aimed indirectly at cultivating in pupils feelings of patriotism as well as acquainting them with the lives of some great men and women.

The field of Social Studies is a vast one. Almost everything can be included in it, for it is *par excellence* the study of man in society. The main purpose of teaching Social Studies in the primary classes is to give our pupils an elementary knowledge and understanding of the social and physical environment in which they live, so that this knowledge and understanding may help them to identify themselves with it. This environment starts with the Home and the School. We are born in a family and as we grow up, our experiences also

grow and our environment goes on widening. We come out of home to know the school, and keep on multiplying our experiences from the widening circle of the Neighbourhood, the District, the State, the Country and the World. Our knowledge also extends with our experiences, but what we should learn to appreciate is that we are all inextricably tied up with the different institutions of society, to which we belong and which in their turn belong to us.

The syllabus for each class has been distributed into several units. This arrangement helps in putting related matter at one place. It does not separate history, geography, civics, economics and such other subjects into exclusive compartments; but, on the other hand, seeks to impart related knowledge without any regard to the different social disciplines with which the higher classes are concerned.

## V. Child Development

It is only possible here to refer briefly to the characteristics of child growth. The span of five years that a child spends in the primary school is one of rapid changes and fast development. It is necessary at the same time to remember that all children do not grow at a uniform rate and child growth is not governed by any hard-and-fast laws. Some children grow faster than others; some wait in the beginning but once they start, they develop much faster than others. This would mean that we must not speak in general terms of the physical or mental characteristics of children at a

particular age. We may, however, generalize bearing in mind that the characteristics may not be universally present.

1. Curiosity is a dominant characteristic of children of this age. Their urge to know is almost insatiable, and this makes them keep on questioning.
2. They love to be kept busy. Even their minds are seldom at rest. They like also to imitate their elders. Their curiosity and restlessness often makes them damage things within their reach. They break objects



- open to find out all about them.
3. Their attention tends to flit from one thing to another. As they reach class III or IV, their span of attention becomes longer.
  4. They possess very strong imagination, which can easily transport them to an unreal world. That is why they enjoy fairy tales. They do not pause to inquire whether such things exist or happen. When they are older, they start asking if a story is true.
  5. Most children are self-centred, coming as they do out of home for the first time. They do not want to play with others and may be extremely reluctant to part with their things. But this changes after some time. Soon they make friends and readily share what they have with their friends.
  6. Their experiences are limited and they are always eager for new ones. They learn not so much through words as by seeing, listening, smelling and touching.
  7. They are great collectors of nick-nacks and trifles. They store in their pockets what adults throw away as useless lumber.
  8. They are not self-conscious. They speak in the presence of others. They walk on their hands, utter animal cries, sing and dance or indulge in other antics. They do not stop at anything if they are absorbed.
  9. They abound in energy. Sitting quietly is a torture for them. They can only do so for short periods or till something else attracts their attention.
  10. Their ambition at this age is to do well in the eyes of elders and they set great store by praise or blame from them.
  11. They want also to be valued. They want appreciation for the smallest thing they do. They feel happy when asked to do a thing or to shoulder some responsibility. They feel dejected if stopped from doing a thing, but very soon they learn to appreciate control, restraint and orderliness. Then they learn to enjoy company and look to the group for approval or disapproval of their actions and conduct, rather than to their elders.
  12. They can make friends with anybody, without caring for high or low status.
  13. They are anxious to grow up as rapidly as possible and they are, therefore, ever eager to learn new things. They like to behave as adults and do not fight shy of adult responsibilities.
  14. 'Here and now' has a great significance for them and all their thinking and reasoning is with reference to the present. They are not attracted by abstractions and are fond of concrete and tangible things with the help of which they learn best.
  15. When they enter school, few children are ready for systematic learning. Their preparation comes slowly and gradually.
- This is hardly an exhaustive list of the characteristics of child-growth, only a few general ones have been mentioned. To appeal to children, teaching must be related to child nature. Each psychological

trait of child development has some significance for the teacher, as the next section will bear out.

Systematic learning which starts well after children enter school can be possible through a number of skills, intellectual and mechanical. The mechanical skills have to be mastered first—those of reading, speaking, writing and reckoning, and this may take the first two or three years. The chief purposes of the primary school should, therefore, appear clearly before the teacher :

1. In the school, children learn to live together, as well as to read and write, work and play in groups. The school gives them the first lessons in corporate living.
2. In school the teacher imparts some basic knowledge to children. Here

they learn the three R's, without which efficient life is not possible in society.

3. The school provides an atmosphere congenial to the process of learning.
4. The school equips its pupils with the competence they need to extend their experience and to make self-study possible.

It has just been said that the school provides the right atmosphere for learning, but evidently the school cannot by itself provide it. It is the teacher whose primary duty is to create the conditions which will prove suitable for learning. He has to understand and accept the importance of children's needs and characteristics and work slowly but surely towards the realization of his purpose.

## VI. *Some Suggestions for Teaching*

The foregoing sections have dealt with some characteristics of primary-school children and the main purposes of school and schooling. Teaching in and out of class must take cognizance of both these factors, for it must take place in an atmosphere conducive to learning so that pupils can proceed smoothly to attain the goals set. The teacher's primary concern now should be the creation of the needed atmosphere to induce the learner to take an active part in the learning process.

This makes it obligatory for him to know a few important points in the learning process. How does a child learn? He does not learn merely by being told a

fact or principle. He can certainly learn it by heart well enough to be able to reproduce it when asked. But this kind of learning can hardly affect his behaviour; for intelligent understanding cannot yet guide his action. The child learns when he is actively learning, not passively doing what he is being told.

How then to induce the child to learn actively? He would not do so till the desire to learn comes from within or till learning has some immediate meaning for him. The teacher has, therefore, to build a situation, artificial in many cases, which arouses the child's curiosity and imbues learning with an immediate purpose. A



problem demanding solution is put before him. It sets him to think. He is then led to see that the answer depends upon something he does not know or of which he has but an elementary knowledge. Similarly, when a desirable habit is to be formed, the child must not only be made to see its advantages but also taught how to act. For instance, simply issuing a fiat, 'Stand in a queue', is not enough. Children can easily be shown how a queue eases the situation and brings a disorderly crowd to order. Frequent practice is also necessary. A mere lecture is never effective.

The teacher would, therefore, do well to keep the following suggestions in mind :

1. The child goes on absorbing direct experiences from what he sees, hears and feels around him. At first, he finds it very difficult to understand something which, or the like of which, he has not seen, heard or felt before. This of course need not be taken to mean that learning in the primary school should be confined only to tangible experiences. What is stressed is that the child's surroundings should be exploited as much as possible.

2. The subject-matter of Social Studies should not be considered to be different and distinct from that of other subjects. Through the study of Language the child learns to think, speak, read and write. Every teacher of Social Studies must do his best to improve children's competence in language. He should see that his pupils speak correct and standard language in class, pronounce and articulate sounds as correctly as possible. So too is the case with mathematics and elementary science. Social Studies and these subjects often meet in the classroom. Activities in the Social Studies class call for skills which

have been learnt in the crafts class e.g. paper-cutting and clay-modelling.

3. In every class the teacher will narrate different kinds of stories. The language he uses should be lively and forceful and re-inforced, whenever possible, by action and gestures. Children will learn much from the manner in which stories are told. Direct speech should enliven the dialogues in the stories. In stead of saying, for example, 'The boy requested the teacher to give him the pen', which is likely to fall flat on the listeners, he should say: The boy went up to the teacher's table and said, "May I have the pen, please?" Spoken with appropriate movements and gestures, the latter will paint a verbal picture for the listeners.

4. Few primary schools can afford to allot separate rooms for separate subjects, but it is possible to reserve a corner of the classroom for use in Social Studies lesson. It can be called 'the Social Studies Corner' and the pupils should be asked to arrange the corner, affix pictures etc. on the wall, and be responsible for keeping it clean.

5. Pictures help self-expression and children should be encouraged to draw. The teacher need not insist on accuracy or likeness at this stage. If the pictures convey the idea to the child and if they have meaning for him, they should be acceptable. The rules and principles of art and painting must wait till a more mature age is reached.

6. Children must be taught how to use books as early as possible. They should be told the uses of the list of contents or the index in a book. They should be made familiar with the dictionary and the children's encyclopaedia at the earliest opportunity.

7. The questions asked by children should always be answered unless they are absolutely meaningless and unanswerable.

Their questions put them in the proper frame of mind and help them to learn. The teacher should avoid signs of annoyance and displeasure when questions are asked. He should not forget that his behaviour and attitudes in the classroom, serve as models for his pupils to follow.

8. The teacher should closely observe how each child behaves—whether he is courteous, how he presents himself before his brothers and sisters, whether he uses polite words and expressions like thanks, please, and words of greeting. These things cannot be taught by forcing them down the throats of children. They have to be repeatedly practised to be made into habits.

9. It is also necessary to observe if the child is developing correct attitudes to the national symbols. No opportunity should be lost to strengthen national sentiments in children. Respect for these symbols is not born of itself; it comes of repetition and constant practice.

10. Children often imbibe harmful and undesirable ideas from sources outside the school, e.g. superstitions and prejudices, ideas regarding untouchability, etc. The

teacher should, by example and precept, do his best to prevent his pupils from falling victims to common prejudices e.g. high and low birth, rich and poor, untouchability, etc.

11. Every class has a number of bright pupils who learn at a faster pace than others. Their needs are somewhat different and they have a keener appetite for knowledge. Such children should not be neglected, if they are to develop their potential to the maximum.

12. Deficiencies in learning in the earlier stages can have pernicious effects in the next. Learning at each stage involves acquisition of knowledge and mastery of some facts and principles on which further learning is based. These must therefore, be repeated as often as possible to help their assimilation. To take an example, pupils are introduced to 'directions' at an early stage. This knowledge should be strengthened and enriched in the subsequent classes through reading and drawing of maps. Simple facts about weather and rainfall can later lead to the teaching of seasons and climate.

## VII. *Use of Textbooks and Wall-pictures*

It has already been said that no textbooks are prescribed for the two earliest class. The Handbook provides detailed suggestions on the matter to be taught.

A number of wall-pictures have been prepared to help the teacher's work and are available with the Handbook. The hints on each lesson, given in Parts Three and Four below, also suggest how the pictures are to be used. They should be introduced

at the proper time, neither too soon nor too late. They can be put to a variety of uses. With their help interest in the lesson may be aroused, new facts and unfamiliar experiences may be presented and recapitulation of the previous lesson can be done by questions based on them.

In addition to the limitations of wall-pictures mentioned in the Introduction, some other suggestions given here should



also be borne in mind. Pictures are valuable aids for holding the attention of the class, but pupils need to be taught 'how to see a picture'. A picture must be observed carefully—as a whole and also in parts. Attention should be drawn to the significant points in it. Two pictures may be placed side by side for purposes of comparison of specific points. All this can, and should, be consciously taught.

Children will use the Social Studies textbook for the first time in class III. They should be helped to understand that the textbook is not a directory or an encyclopaedia. It contains only the material which has been considered necessary for them to know and learn in a particular class. The information provided is not, therefore, exhaustive. It provides only the foundation upon which the subsequent structure of knowledge and information is based.

The textbook is a powerful tool in the hands of the teacher. A good textbook not only furnishes facts and principles to be taught but also contains exercises and

suggestions for possible activities. These are essential for the teacher's guidance and save much of his time and energy.

A textbook is necessarily brief. Whatever has been given there requires elaboration by the teacher who has to infuse life into the printed word by supplying appropriate examples and illustrations from within the children's experiences. He encourages children to ask questions, to find answers from the textbook and from sources outside it, to reach ever greater heights in learning. Even the best textbook cannot replace a good teacher.

The exercises and activities appended to the lessons are meant not only for repetition and reinforcement of what they have learnt, but also as a powerful help for the teacher to evaluate his work. The exercises seek to introduce order in the discharged mass of facts learnt, and are intended for practice and recapitulation. The activities make the lesson lasting and effective. Both these also serve as models for more such to be constructed.

### *VIII. Pupil Activities*

Activities, as has already been indicated, play a big part in learning. They need to be explained in some detail. Below are mentioned the types of activities that are possible for the subject and some special features of each.

#### **Story-telling**

Let every pupil tell a story in turn. The story need not be a new one but one previously learnt at home or in school.

No fixed procedure need be followed while stories are told. The teacher or another

pupil may go on asking questions and the answers may constitute the story. Or, a story may be told in parts and several pupils co-operate in its telling if it is one known to many in the class. One says a few sentences, another takes it up, then a third, and so on.

The telling of stories should be accompanied by action. The teacher should encourage the children to supplement the spoken word with suitable gestures. Pupils at this age, we have seen, do not usually

have any inhibitions and with slight inducement from the teacher and fellow-pupils, they can laugh and weep, quarrel and fight, sing and dance with the characters in the story. Stories may sometimes be told also in mime, where no words are spoken, but the story is told in gestures.

### **Dialogue and Drama**

A 'drama' in the teaching of Social Studies does not require a full-fledged stage, special dress and lighting and an audience. In a way, the drama in the classroom is often no more than an extended dialogue.

This may be introduced so as to provide some variety. A story may be recapitulated by some pupils representing the characters, each speaking the part in his own words. In the beginning, the pupils may speak in a perfectly correct or literary style but the practice would give them freedom to express themselves. The teacher would do well not to interrupt them too often. He may give all the preliminary instructions he thinks necessary, tell each what he is to do or say, and then leave them alone.

Sometimes, the teacher may select a suitable dialogue from a book or write one himself, and ask children to enact the scene. No character in the story should have to speak long or continuously, and as many pupils as possible should be involved in the activity. Pantomimes can be brought into action; in them actors do not speak and the whole thing is like a dumb show. Other ways of dramatizing may also be devised. For example, gestures and body movements imitating action like cutting wood or rowing may be introduced.

Once or twice in a year, a full-fledged drama may be enacted. This will need elaborate preparation, a detailed plan, expert direction and the usual paraphernalia. Guests from outside the school may be

invited to witness the show.

### **Making Maps and Models**

This activity may well begin at the end of the first year at school. Maps need not be the elaborate things we understand by the word. The sketch-map of the village, available with the official record-keeper, may be procured and the record-keeper may himself be invited to talk to the class. He may tell children of the fields, rivers, tanks and mounds in the maps. What is initially a simple activity can well be the foundation of a systematic study of the physical features represented on a map.

Similarly, let the class first make models of the home, the school and the neighbourhood. Ordinary clay may be used for the walls and the floor and thatches for the roof. A hole made in the earth will represent a tank. Let imagination have a big hand in the representation.

The 'scale' need be of little consequence in such maps and models. A simple idea of 'directions' as also of distance should suffice. The first map children make may be of the classroom and 'Where I sit'. Then doors and windows may be shown. The next map may show the school and the classroom, followed by the map of the neighbourhood. By this time, children will have understood what a map is and what it represents.

The best method to learn model-making is to prepare a 'sand-tray'. This is done by spreading a fairly thick layer of sand on an improvised tray of wood or tin. On this tray pupils can prepare rough-and-ready models of the home and the school. This activity may be extended in the higher classes to the preparation of relief maps.

### **Representation by Scale**

It has just been said children in classes I and II need not concern themselves with the



scale. The first ideas of relative dimensions (which the scale stands for) may be imparted in class III and in the mathematics class. Children may then be led to measure actual dimensions and represent the classroom or the school on the floor. An approximate scale should be used, and this practical work will clearly convey what a scale is.

### **The Globe**

The same activity may continue in class V, when the model of a globe may be improvised. It is not necessary here to be extremely scrupulous about the accuracy of the representation. Just a round earthen pot may be used.

### **Concept of the Passage of Time**

Young children are deficient in their conception of the passage of time. Though regular, chronological history is not taught in the primary school, an elementary idea of sequence of events should be imparted. Some methods for this are suggested below.

This teaching may start towards the end of the second year. A day's events may be listed and then arranged in sequence beginning with the morning. This activity may be extended to embrace a month, a year, a life-time and several generations. This is the Line of Time in a simple form. A Line of Time may be made on, or affixed to, the wall of the classroom, and the names of great men whose lives are narrated in class may be chronologically arranged on the Line. Pictures may be pasted on the chart.

The time-chart has infinite varieties. Its use need not be restricted to political history; any story of development can be represented on a time-chart. 'Transport through the Ages' furnishes a simple, but instructive, example.

### **Preparation of Weather-charts**

The initial activity in learning about the

weather, seasons and climate is to record the temperature every day and to indicate by symbols 'Fair Weather', 'Rain', 'Hot', 'Cold', etc. Continued for some time, this chart can convey a mass of geographical information.

As pupils grow older, the weather record may be more elaborate to include in it the direction of the wind, the amount of rainfall and such other things. The weather record for a whole year may be used in explaining seasons and climate.

### **Study of the Neighbourhood**

To study the neighbourhood, pupils themselves should be asked to observe so that they may learn. For simple observations the teacher may give simple instructions to the pupils: 'While going home today, observe the way frogs leap into the pond'; 'Count the number of trees from the school to the village tank'; 'Observe the kinds of crops that are standing in the fields now'. Systematic observations of complex phenomena or of social relationships will certainly require more elaborate preparation.

Excursions may be undertaken to conduct systematic observations. It should, however, be remembered that these excursions are not pleasure trips and should not be undertaken without adequate preparation. Before undertaking them, the teacher should do some hard thinking and prepare a programme. He should consider the following aspects: 'What part do I play in the whole affair? What exactly should the pupils do? Who is to keep the record of the trip? How is it to be maintained? What kind of questions should the children ask? What questions should I ask? What activities in class should follow the excursion?' and other similar questions. He may, if he so likes, hold a brief con-

ference in class, to discuss the plan with the pupils. This participation in the planning will not only encourage them and add to their self-esteem, but it will enable them to get maximum benefit from the activity.

The teacher should also have visited the place before hand. He should allot duties to individuals to whom every detail is to be fully explained. If he wants his pupils to meet some people in the neighbourhood, he must see them first and tell them about the impending interviews. All this is a part of the preparation.

### Visits to Historical Ruins

Everything that we see around us has a history. The neighbourhood may have some historical remains which can make study of History real and interesting. Information about such places, can be used as foundations of historical knowledge to be given. The teacher should not only visit these remains beforehand but read extensively to know the correct historical facts associated with them.

### Observation of Geographical Features

Concrete geographical concepts can be learnt chiefly through careful observation and then by comparison. Geographical excursions in the neighbourhood are very useful for the purpose, as for example, a trip to the fields where crops grow or the market where it is sold. Pupils may make lists of crops in the fields (most of which village children already know) and those waiting to be sold in the market. They may observe the methods by which village produce is transported to town and city. They can also count the number of carts and trucks that come to the market on a particular day.

Likewise, get the children to observe the river, mound or valley and their soil. Let

them look carefully at the channels made by rain water. By comparison, they can learn much about the river basin, the catchment area, the watershed and many other geographical terms like these.

### Visits to Local Bodies

The syllabus includes the study of the village panchayat and the Governments in the States and at the Centre. Children can be taken to panchayat meetings. At times, important panchayat officials may be invited to the school to talk to pupils about the functions of the panchayat. The medical officer, the postmaster and the police officer may also be requested to give talks to groups of pupils.

Such meetings should take place in an informal atmosphere so that pupils may feel free to ask questions. They should also take the responsibility of issuing letters of invitation, receiving guests when they come, introducing them to the audience and thanking them after the meeting is over. This is not difficult after a little practice.

### Excursions

It has already been said that excursions undertaken by the school should be purposeful and should proceed according to a pre-conceived plan. The details of the preparations are given below :

1. The teacher should have the purpose of the visit clearly in his mind. He should have already visited the place to which he proposes to take the children.
2. He will do well to talk to the class before the start. The pupils should also know where they are going and why.
3. Children should be instructed how to behave when out on an excursion. They should realize that mis-



behaviour on their part injures the reputation of the school, which they should hold dear. They should make it a point of honour not to lay hands on other's property. They should show respect to the elders and women they meet.

4. All arrangements must be complete beforehand. Children should be given necessary literature so that they know more about the place.
5. The teacher should take with him only as many pupils as he can conveniently look after.
6. Excursions will be mostly on foot. In that rare case when transport is necessary, it should be arranged and nothing is to be left to chance.
7. If several things are to be observed during the excursion, attention should be drawn to them one by one. If the class taken out consists of senior children, it may be divided into groups, each group being put to observe one of the things and later to report on it to the class.
8. If somebody is to be interviewed, pupils should be told before hand so that they are prepared.
9. Every excursion should have some follow-up activity. Reports are to be prepared, accounts of the excursion may be written, maps drawn and models made. If an excursion is not followed up in class, it becomes merely a pleasure-trip and the educational purpose is totally lost.

### **Exhibitions**

Whatever the children have prepared during the year should be stored in a safe

corner of the classroom and arrangement made to exhibit these items once or twice in a year. A small committee of children may be elected to make a selection of the exhibits and to look after the necessary arrangements.

Guardians and other well-known persons of the locality may be invited to these exhibitions. Pupils' exhibits will certainly rouse respect for the school in the minds of those who see them. The exhibits need not be confined to things made by the children; they may also include things collected by them. We know that children are great collectors and sometimes their collections may contain many interesting things.

This hobby of collecting things can be turned into instructive vocations. For example, the stamp collector often gathers much useful information. In addition to foreign stamps, since Independence postage stamps of a large variety have been issued in India. Each has a history, a meaning and a purpose.

The teacher must encourage this habit in his pupils. Nothing that they collect should be looked upon with disparagement. The collector should be praised whenever something out of the ordinary is brought to the class.

Arranging an exhibition provides many lessons for the pupils. Definite responsibilities have to be discharged; an eye must be kept on small details. The arrangement must convey a sense of beauty and cleanliness. The teacher should make an exhibition an occasion for teaching and forming such habits.

### **Bala Sabhas**

The Bala Sabha, or Children's Parliament, can well be the medium through which pupils can be taught much about

self-government. Senior children can through this activity be led to understand in a practical way such complex ideas and practices as elections, cabinet government, joint responsibility, the opposition. Above

all, the importance of responsibilities and the obligation of discharging them can be taught by providing practice. Children also learn to speak before an audience and to behave in public meetings.

## *IX. The Primary Teacher*

In a way, the primary teacher enjoys an advantage over his other colleagues. Our primary schools cannot afford the luxury of specialist teachers, and it is good that it is so. As the primary teacher teaches all the subjects to the same class for at least one year, he can modify his daily programme to suit his imminent needs and, a greater advantage, he knows his pupils quite thoroughly.

In the beginning of each year, the teacher should plan the year's work. No syllabus can be exhaustive. He should estimate the time to be devoted to each unit and decide beforehand such details as the time to be provided for stories, questions, written exercises etc. As the year proceeds, he should watch his work, to see if the progress is along the lines proposed in the plan. If there is any deviation, he should find out why this has been so. All this can be very helpful particularly if he has to teach the same class the next year as well.

The teacher must not, however, suppose that once made the plan is sacrosanct and that it is a sacrilege to deviate from it. A plan should by all means be modified or altered to suit unforeseen conditions, but alterations should not be made in haste or without careful thought.

The teacher should however, bear in

mind the following suggestions on his daily work :

1. Children by nature love orderliness and the teacher can gain their instinctive co-operation if he presents an orderly programme to the class with every point taken care of. This is very essential if children's esteem is to be won, and if the seeds of good habits are to be sown.
2. A period of intense physical activity should be followed by one of comparative restfulness. All types of monotonous work, whether it be work or play, should be avoided.
3. In the lower classes, co-operative work—several children working together in a group—is the best form of work. Individual work should be undertaken only by older boys, who can learn attentiveness and perseverance from this type of activity.
4. Children should learn to respect school rules. They can easily be led to see the logic behind them, if the problem, is put before them and they are asked to solve it. For example the problem of drinking water: How to keep it clean? How to get fresh water every day?



How to introduce orderliness during the interval? The pupils can be allowed to frame their own rules for the purpose.

5. Children should be entrusted with minor responsibilities. Adults will often be surprised to see with what alacrity and conscientiousness children discharge them.
6. The teacher should pay equal attention to every child. Not all children can proceed at the same rate. One may be good at one thing, the other at something else. If one is good at studies, another on the playground, the third at debates, the fourth in handwork, each should be encouraged for his special competence.
7. The class should be closely watched so that signs of leadership can easily be detected. As soon as a child displays qualities of leadership, he should get the opportunity to culti-

vate them further. A leader is naturally loved, respected, trusted and obeyed. The potential leader needs a lot of careful supervision lest he should turn into a tyrant. The class may, similarly, have some shy and diffident children. They, too, should be helped to overcome their shyness and diffidence.

8. The teacher must never forget that he is unconsciously acting all the time as a model for his pupils. They have not yet formed values of their own, and in their eyes the behaviour of the teacher serves as an example to be followed. The teacher's tastes and interests will govern those of the pupils. He has therefore to be extremely careful in everything he does. If he is slipshod in speech and manners, he is likely to develop slipshod habits in the pupils in his class.

## *X. Evaluation*

The teacher's evaluation is of two kinds. The first is easy. It primarily tests whether the pupils have learned what they were taught, whether they have imbibed the skills and abilities that were practised in class. In fact, this type of evaluation has gone on since formal schooling became the rule. For the purpose, the school holds weekly and monthly tests, terminal and annual examinations. The textbooks and the Handbook will give the teacher all the help he needs to frame questions to test the growth

and consolidation in pupil's knowledge and abilities.

The second type of evaluation tries to measure the development of mental attitudes which are the inner springs of outward behaviour. This is difficult and at the same time very necessary, for it seeks to find out whether any change has taken place in the child's behaviour. The acquisition of knowledge is not all-important in itself, it should change the pupils' behaviour for the better. This type of evaluation is quite

uncommon at present because oral and written answers are not of much value here.

To evaluate change in behaviour, the teacher must first study each child to see what characteristics he has. He should then observe the child's behaviour over a period of time to see if there is any change and record each significant act. Every child must be observed not only in class but on the playground, in his freetime, in his conversation and behaviour with fellow-pupils and elders. Even then judging and measuring behaviour does not become simple.

The teacher's work may be simplified to some extent if he asks himself the following questions in respect of every pupil and notes the answers. These questions must be asked and answered at regular intervals.

1. Does he have enough confidence to depend upon himself?
2. Can he make friends with others easily or does he like to be by himself?
3. Is he willing to co-operate with others for work and play, or does he quarrel with others at such times?
4. Does he willingly await his turn or does he try to claim everything first?
5. Does he observe school rules? Does he do so by force of habit or only in the presence of the teacher?
6. Does he fulfil assigned responsibilities to the best of his abilities?

What does his attitude towards them indicate—pleasure or disgust?

7. Does he take care of other's property?
8. Does he try to take the lead when in company? If so, how does he behave with his peers on such occasions? Do they obey him willingly?
9. Is he shy and timid by nature? Does he flinch from speaking before an audience? Is this hesitation always present or does it occur only on particular occasions? What is the reason for this behaviour?
10. How does he behave with elders? Does he automatically use correct forms of greetings? Is he courteous? Does he treat those younger than himself with consideration?
11. Does he lose patience soon? Does his attention flit from one thing to another? What kinds of things attract him and hold his attention most? Is he restless by nature?
12. Does he regard fellow-pupils as equals? Does he discriminate between rich and poor, high and low? Does he pay particular attention to the professions of the fathers of his fellow-pupils?

The answers to the above questions in respect of every pupil will give the teacher an insight into the child's nature. Only after this has been done can he ascertain if any change is being made in the behaviour of the child, and if there is a change, what its nature and extent are.



PART TWO

*Some Specific Suggestions*

## 1. *Children in Classes I and II*

Every year a number of fresh children between the ages of five and seven are admitted to the first class of the primary school. They are new to the atmosphere of the school, which at first sight appears to them, unfriendly and outlandish. These children come from all strata of society, from both rich and poor homes, high and low castes and of parents with white-collar jobs as well as those working in fields and factories. The home has so far been their sole world, the place where they lived and grew up under the eyes of their parents. Whatever they have learned so far has been in the home. All their habits and mental attitudes have been formed at home under the influence primarily of their parents and grand-parents.

In consequence, their development—social, mental and physical has been conditioned thus far entirely by the influences and opportunities provided by the home. They, therefore, come to school with widely divergent backgrounds and experiences. Their physical development is not uniform

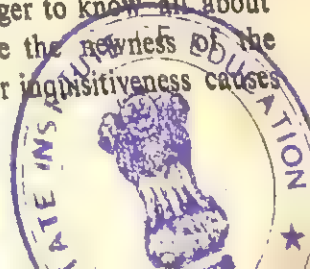
either. Some are strong, others weak. Most of them are active, restless and inquisitive, but some are lazy and listless. Their social habits and growth also differ. Some are talkative, others suffer from all kinds of inhibitions. Some are over-confident, others too diffident. In short, every child comes to school with his own background and at a stage of development often different from that of others.

The children certainly differ a great deal but all of them are still in an undeveloped and formative stage. It is, therefore, possible to help them to develop along desirable lines and change or alter their behaviour patterns. Children at this age are like plants and the teacher like a gardener. He should proceed with the love and caution, care and sensitivity of a good gardener. He will find his efforts rewarded, for love and sympathy work wonders with children. He must also appreciate that he is laying the foundations upon which the whole personality of the child will stand in future.

## 11. *Characteristics of Children from Five to Seven*

1. Most children of this age can express themselves fairly well. Their articulation of sounds is generally clear and distinct.

They are extremely eager to know all about every thing and once the newness of the school wears off, their inquisitiveness causes





them to ask perhaps too many questions.

2. The span of their attention is very short. No task or occupation can detain them for long and the present is of the greatest consequence to them. Nothing is more important than 'here and now', though even that cannot hold their attention for long.

3. They find it difficult to sit quietly for some length of time. They must busy themselves with something. Their greatest attraction lies in working with their hands and talking simultaneously. They are rarely tired of this. They cannot yet engage themselves in work of a fine or delicate nature.

4. They love play, for play releases their energy. They love bodily movement, and so indoor games do not yet appeal to them. They have still to learn to distinguish between work and play.

5. Many children of this age have not yet learnt to play with others. They are still too individualistic and self-centred and can not part with their toys or trinkets or books. These attitudes have to be reckoned with in and out of class.

6. They are highly imitative; and imitating elders in speech, action and gestures gives them immense pleasure.

7. They possess a vivid imagination and have not yet learnt to draw a line between the possible and the impossible or between fact and fiction. The key to their minds lies in the arousal of interest and curiosity.

8. They already know much about their

surroundings. This knowledge and experience are not systematic or classified, but need to be put in order and related to one another to form a cohesive whole.

9. Their sense of time and distance is yet rudimentary. A period of two years or of ten makes no difference to them. There will be some in the class who do not know 'yesterday' or 'tomorrow', not to speak of 'day after tomorrow' or 'day before yesterday'. They can identify colours and shapes only when concrete objects are placed before them and if the colours and shapes are of a distinctive nature.

10. Having come to school straight from home and having largely depended so long upon their parents, these children will still be in the habit of expecting the teacher to pay continuous attention to them and to utter words of praise all the time.

11. They are yet to learn self-control. They lose their temper on trifling matters and cry at the slightest pretext. The saving grace is that these tantrums do not last long. They will be fighting one moment and kissing the next moment.

12. Collecting things is a hobby with them. They have not yet developed a special interest or liking for the articles to be collected, and hoard whatever attracts them.

13. They do not nght shy of responsibilities; in fact they welcome them, though in the early stages they often tend to forget what they have been told to do.

#### IV. Objectives of Teaching Social Studies in Classes I and II

The principal objectives of teaching Social Studies in classes I and II are :

1. To give the pupils a number of life experiences in society as the first step towards gaining acquaintance with the world outside the home.
2. To lay the foundation for some social skills which will later enable them to co-operate with others in order to live in society. These skills are courteous speech and behaviour, co-operative work, participation in debates, etc.
3. To help children to acquire good habits, e.g. polite speech and manners, cleanliness, punctuality, respect for elders, consideration for youngsters.
4. To help them to get to know the environment—its physical features, manners, customs and festivities, social institutions, etc.
5. To lay a solid base for the first ideas on the unity of India. Even in the earliest class, children will have an opportunity to learn about mutual dependence in society, of how all professions co-operate to keep social life going. They learn, though negatively, that no special importance or derogation attaches automatically to a caste or religion or occupation. They also learn to sing the National Anthem and to respect the National Flag even though they do not fully understand the significance.
6. To teach children, indirectly, to take pride in India's past, present and future. The knowledge of the past will come through stories of the lives of the great sons and daughters of India, which will also give them some appreciation of the values and ideals that India and Indians have always held dear. In the higher classes hopes for the future will be based on the story of developing India.

The teacher has to remember that in order to achieve these aims he should deal with the children with love and understanding. In their eyes, he represents the parents. The seeds of good citizenship do not grow in a day; nor do attitudes develop through the learning that takes place during the Social Studies period. It grows unconsciously and all the time, but the seed sown must be good and the ground properly prepared to receive them.

#### IV. The Teacher in Classes I and II

The Social Studies teacher has to shoulder a heavy burden. It is primarily he who should give direction to the growth of body

and mind of the children at school. He has to lay the foundation of values, skills abilities, and knowledge. He will do well



to bear the following points in mind :

1. The first week should usefully be devoted to getting to know the children. He should be quite familiar with their names, and their home background—their brothers and sisters, the occupation of the fathers and mothers, etc. It will help him establish rapport with the children, who also wish to come close to the teacher.

2. The weaknesses in children's work must be pointed out, but there must be no reflection on their personality or capacities, which may lead to a sense of inferiority in them. If we say too often to a child, 'You are a fool', he may end by becoming really one or retreating completely into a shell.

3. All work by children must be adequately appreciated, even though it may not always be first-rate. That they have made an effort is enough at this stage. They should also be made to realize gradually that sincere effort is really what matters, and success and failure are not all-important. Success does make one happy, but failure should not lead to despair.

4. Children in despair must be helped to try again. They should not be chastised for failure or threatened with it.

5. No child should be scolded or disparaged even though he may have been at fault. He should be made to see what consequences his action might lead to, and given the opportunity to make amends.

6. Every child must receive encouragement even though his part in group effort has been a minor one.

7. The classroom atmosphere should itself induce children to ask questions. Their enthusiasm should not be damped by implying, that they were foolish or unnecessary questions. Listen to every question carefully

and answer them as well as possible.

8. The teacher should always see that children use correct and standard language, and correct whatever faults and mistakes he detects. He can also do so with the help of the other pupils in class.

9. Children should be taught at an early stage to use polite expressions like 'thank you', 'excuse me', 'please' and 'kindly'. These may be frequently practised in class by taking advantage of situations that are daily provided.

10. The teacher should see that his pupils develop an attachment to the school and look upon it as their own. This is what is commonly called 'a sense of belongingness', the feeling that they belong to the school and the school belongs to them. Teaching and learning can hardly be successful unless the two parties—the school and the teacher on the one hand and the pupils on the other—have a community of interests and are aware of it.

11. Good citizenship cannot be verbally taught. Values do not grow simply as the result of excellent advice or bookish knowledge. Proficiency in handwork needs something more than mere words of instruction. Children learn and imbibe all this from the atmosphere of the school, from the model presented by the teacher and from the experiences provided to them in the course of teaching.

12. It is well known that there is a tremendous amount of wastage in primary education at the end of class I, for a very large number of children discontinue schooling. A major reason for this is lack of identity of the interests of school and home. An all-out effort should start from the very first day to keep school-work close

to the interests and needs of children. The measure of the success of this effort

will be had from the amount of affection the children develop for the school

## *V. Suggestions for teaching*

As has been said above, teaching methods in these classes largely depend upon two primary bases: the objectives of teaching the subject, and the characteristics of children of five to seven years of age.

Below are given some basic principles, followed by some practical teaching hints. These are only brief hints which will need to be elaborated for purposes of actual teaching.

### **A. Children's Experiences as the Basis of the Teaching Process**

1. At this age, what the child needs most are tangible experiences, as he is not able to comprehend or imagine what is conveyed by abstract ideas. He must see a mound to imagine what a hill or mountain can be like. His experiences need, therefore, to be widened and enriched. He should be encouraged to see, hear and feel as many things in the neighbourhood as he can.
2. The child has also to be led from the known to the unknown. The 'seen' is the key to the 'unseen'. He sees how rain water runs and can easily understand from this several phenomena, as water also finds its own slope to run, water erodes the soil, the tributary joins the main river. A visit to the post office near by can help him to visualize how letters travel and how

they reach their destination. Minor experiences, apparently inconsequential, often lead later to important understandings.

3. Unfamiliar things need to be related to known experiences. 'How big is the sun?' cannot be comprehended if we speak of its diameter in terms of kilometers or even if we say that it is so many times bigger than the earth. On the other hand, a rough idea of the sun's magnitude can be had if the earth is compared to a grain of corn and the sun to a pot.

### **B. Learning by Doing**

1. Experiences can be made real through pupil activities. Activities thus have an important place in teaching, particularly in the first years of schooling.
2. Activities should be introduced with a purpose. They should not be allowed to degenerate into mere play undertaken to while away the time.
3. Activities should have variety. Monotony will retard, rather than further, the learning process.
4. Activities should come naturally in the course of the lesson and spontaneously out of children's interests. They should never appear to be forced or artificial, and should



continue only as long as children take pleasure in them.

5. Activities should be undertaken in groups. Co-operative projects should be the goal, and though very young children are inclined to be self-centred and individualistic, attractive projects may induce them to work with others.
6. When individual projects are undertaken, children should be encouraged to learn the value of perseverance and continuous work.
7. Activities arising out of Social Studies lessons should be correlated with those related to other subjects. There is not much difference between one subject and another for young pupils.

### C. Planned Activities and Experiences

Experiences take shape and fall into order through activities, and are the basis of all knowledge and understanding. The future structure of knowledge, skills and mental attitudes, will stand on the foundation of these rudimentary experiences. The foundation must be strongly laid, and strengthened through repetition in more forms than one.

It thus becomes the teacher's business to provide a variety of activities and experiences. Desirable variety is hardly possible without a planned programme, and this is why every teacher is advised to bestow some thought upon his work at the beginning of the session.

### D. Teaching Hints

When so much is being said of the efficacy of activities as a medium of learning, it is necessary also to speak in some detail of what activities are possible for young children and how they should be

conducted in class. (This supplements what has been said earlier in Part One, Section VIII).

1. *Conversation* : Both teacher and pupils can talk about and discuss in class matters of interests to them. The home, the parents, brothers and sisters may well be the early topics of conversation.

2. *Dramatic Activities* : Dramatic activities have a great appeal for children. They often take the roles of the teacher, postmaster, bus conductor and ticket-collector. It will make learning easier if, for instance, they are induced to play the roles of 'Helpers of Society', like the potter, blacksmith, mason, postmaster, barber and washerman. They will learn to respect these professions and also learn about the nature of their work.

3. *Pantomimes* : Dumb shows will prove interesting. Tell a story only through gestures and movements.

4. *Songs and Poems in Chorus* : There may be plenty of opportunities of repeating poems and singing songs together. Children find the recurring sounds and words in the songs and poems very pleasing.

5. *Co-operative Work* : Children should be taught to play and to sing action-songs together so that they may gradually realize that they are inseparable parts of the school group. This sense of belongingness should be strengthened and lead slowly to include the school in its circle. Children may, for example, be led to clean the school and the compound. In due course of time, children will come to take pride in the clean premises of the school, although the building may be made only of mud.

6. *Picture-making* : Pupils should be encouraged to draw pictures. In the beginning old newspaper sheets and coloured

crayons may be used. The use of pencils and brushes may be deferred till children have acquired a reasonable mastery of the techniques of drawing. Of course, the first pictures drawn by children are likely to be large. Nothing fine need be brought into use.

7. *Model-making*: As a three-dimensional object, a model is more tangible and perhaps more real than a picture. The teacher may teach them how to prepare clay and ask them to construct the model of a house, a school building, the primitive man's cave, or even a village. The teacher should also collect for his use a large number of pictures from old books, newspapers and magazines. The Departments of Information and Tourism often have beautiful posters of historical and geographical interest. These may also be obtained. All these come handy in the Social Studies class and can serve as models to be copied in the clay-modelling class.

8. *Story-telling*: The teacher should have a good fund of stories, for children love to hear stories more than anything else. Stories satisfy their curiosity as well as help them learn new words and expressions. Their interest in stories makes learning easier. The teacher will find any number of stories suitable for classes I and II in *Aesop's Fables*, *the Panchatantra*, *the Hetopadesha* and such other compilations.

Equally engrossing as listening to stories will be the telling of stories by children. Many a child will be eager to tell a story himself; others can be gradually made to overcome their early shyness. Continuous narration of a story may be difficult in the beginning: children may then be helped with occasional questions to lead them on.

9. *Weather Charts*: These can show daily temperature and rainfall, but it is

too much to expect children, who have not yet learnt how to write properly, to be able to record temperature and rainfall in degrees and millimetres. What may actually be done in these classes is to indicate by symbols a hot or cold or rainy or windy day, and this should be considered enough at this stage. For example, a piece of red paper pasted on the chart can indicate that the day was hot; black paper would indicate cold; blue, rain and yellow, wind.

10. *Use of Maps*: The only map that can be used in these classes is that of the village record-keeper. It can be very helpful in telling children much about the neighbourhood. It shows the location of important landmarks and also the directions. It should be used as an exercise to test pupil's knowledge of directions, distances, and the relative position of two or more objects.

11. *Use of the Time-line*: Much has already been said in earlier sections of the use of the Line of Time and the Time Chart in the development of the concept of passage of time. Some indications have also been given on how to use one in the earliest classes. (Part One, VIII, 6). A word here regarding the concept of the past. The immediate past may be spoken of as 'when you were a baby', 'when I went to school', 'when your father (or grand-father) was a boy'. The remote past does not have much meaning for children of this age-group.

12. *Visits of Local Officials and Personalities*: Visits of local officials and notables and talks by them to the class can lead to social relations with them and acquaintance with their work. People like the village postman, record-keeper, headman, watchman (chowkidar), medica



officer, grocer and others can be persuaded to visit the classroom and give talks. They can speak of many interesting things and satisfy children's curiosity by answering their questions on the work of the locality.

13. *Excursions* : Reference may be made to Part One, VIII, 12.

14. *Social Studies Corner* : Mention

has already been made of the Social Studies Corner in the classroom. (Part One, VI, 4). This can serve as a store-house of the work and collections of children who should be assigned the task of keeping the place clean and arranging whatever is placed there. It can easily form an excellent subject for conversation and discussion. Sometimes, things stored there may be suitably utilized to introduce a lesson.

## VI. Evaluation

On the basis of the syllabus, children ought, by the end of class II, to have assimilated the following understandings, skills and abilities :

### A. Understandings

1. The home is an essential institution for human beings. The members of a family live together in a home, work together and love and respect one another.
2. Food, clothing and shelter are indispensable for family life and the co-operative effort of man has to be combined to meet these needs.
3. The school is in many ways like the home ; pupils are like brothers and sisters, and teachers like parents. Pupils work and play and enjoy together.
4. Every person living in the neighbourhood, village or city should co-operate with others to meet the needs of daily life. No persons can claim to be entirely self-sufficient.
5. Certain places in the neighbourhood

belong to the community and people frequent them to fulfil certain needs. Some of these are called temples, others mosques, churches or gurdwaras. Another variety of such institutions is the school, the playground, the panchayet room etc.

6. Different kinds of people help us to satisfy our needs. These helpers are the farmer, blacksmith, carpenter, washerman, cobbler, postman and others.
7. We celebrate festivals in the neighbourhood, in which all participate. Festivities are occasions for enjoyment, and all festivals, whether they are ours or other's, equally deserve our esteem. The more famous of these are : Dushara, Diwali, Id, Christmas etc.
8. We elect some people to keep the neighbourhood clean, to arrange for street lights, to take care of the school building and the playground. In the same way, pupils at school

may elect some amongst themselves to look after the Bala Sabha, drinking water, recreational facilities and such small but important matters.

9. The face of the land is not the same anywhere. It is high or low, smooth or undulating, fertile or barren.
10. Weather and seasons keep on changing. Days are long in summer and short in winter. We change our clothes in accordance with our seasonal needs.
11. The rainy season brings clouds which give us rain. Most of the water we see comes from rain, even though we get it from river or tank or well.
12. The location and relative position of things and places are indicated by such expressions as 'right', 'left', 'above', 'under', 'in front of', 'behind'.
13. The sun rises in the east and sets in the west. The two other cardinal directions are the north and the south.
14. Man has always been striving to cover distance in the shortest possible time and has to that end devised several modes of transportation. Some of these are fast, others are slow.
15. We show respect to the National Flag by saluting it reverently and to the National Anthem by singing it with reverence and enthusiasm. In the same way, we celebrate the National festivals with delight and honour.
16. We take pleasure in listening to stories of affection, truthfulness,

courage and adventure, and respect those who possess these qualities. Such stories also tell us about the times in which these men and women lived.

## B. Skills and Abilities

1. Use of polite words and expressions, proper forms of greetings, talking to people in not-too-loud a voice, co-operative work in the performance of the small chores in school, acceptance of responsibility, habits of cleanliness of the body and of the surroundings.
2. Punctuality, attention to work, playing in a group, waiting for one's turn, mutual help, throwing litter at appointed places, observance of school rules.
3. Care of school books, respect for others' property, treatment of others as equals, observance of the rules of the road.
4. Ability to recognize and point out the important landmarks on a map of the neighbourhood, e.g., the school, the main road, the river, the railway station, the bus stand, etc., and also to estimate rough distances between objects and places.
5. Ability to recognize directions by the sun.
6. Ability to speak short paragraphs correctly, to tell stories learnt and describe objects seen. Ability to observe with a purpose things in the environment, e.g. the means of transportation, the crops produced, the goods sold.
8. To look upon all religions and religious places with respect, to celebrate all festivals together and to



participate in festivals other than one's own.

### C. Daily Behaviour

The teacher's evaluation will be based on the accumulated notes on observation he has recorded of a child's daily behaviour. These notes alone can tell him whether the seeds of right conduct have been sown and are bearing fruit in his daily actions. If the children stand up without being told when a guest enters the class, evidently they are learning to respect and welcome elders and visitors. If they themselves form a queue

at the water tap, they have realized the advantages of waiting for one's turn. The teacher should observe them during co-operative work in order to see if they have developed the ability to participate in a group. Only observation will indicate whether children have acquired habits of cleanliness and orderliness from the way they arrange their books and where they dump the litter.

No other kind of evaluation than this kind of informal observation is necessary in these classes. *Formal tests and examinations have absolutely no place here.*



PART THREE

*Syllabus for Class I*





## UNIT A

### *Our School*

#### **Objectives**

Children in class I have come to school for the first time. To them it is like a new world, in which everything is novel and strange. What they need first of all is acquaintance with these unfamiliar surroundings and atmosphere. They have then to establish a natural and spontaneous relationship with their teacher and fellow-pupils.

The major objective of this Unit is to help them solve this problem. The lessons will tell them of the school, its work and activities, and attempt to produce in them an attachment to the school. This attachment—the first signs of a feeling of belongingness—will enable pupils to participate fully and whole-heartedly in all the activities of the school.

#### **Understandings to be Developed**

- The school is like a big home; the other children are like brothers and sisters and the teacher is like a parent.
- Children come here from different homes and they learn, work and play together.

- The school belongs to its pupils, and the pupils belong to the school.
- Pupils in school are all equals and all share equally what belongs to the school.
- The school teaches its pupils lessons and good habits.

#### **Habits to be Acquired**

- To greet the teacher and other pupils in the proper manner.
- To work and play together and to share food with others.
- To await one's turn patiently in a queue.
- To be punctual in every thing, e.g. reaching school before the bell rings.
- To put to best possible use school property and also the many opportunities the school provides.
- To mind one's own property as well as what belongs to others.
- To throw garbage at the appointed place.

1. *The First Ten Days in School*

Formal teaching should not start on the first day. Talk to children of familiar things, and always with affection. You must know them well and they must love you. Give them ample opportunities to talk in class; one of your first concerns should be to overcome their shyness and diffidence. The sooner they are able to reach a basis of familiarity with you, the easier your task will be.

Start the first day by asking them their names and where they live. It is better to begin with children who already know you, so that they may answer your questions in an easy manner. This will breed confidence in others. Have the children play a game—My name is So-and-So; what's yours? Every child says his name and asks his neighbour to do the same. This goes on till the round is complete.

Another game—the Letter Game—can be played when children are familiar with each other's names. Children should sit in a circle. Give one of them a postcard and say a name. He should deliver the post card to the child whom you name. You may include yourself among the addresses and introduce any number of varieties in the game. Children will enjoy the game and the easy and spontaneous merriment throughout the game will take away any bashfulness that is there. The first week may be spent in games and free conversation; this will relieve the tension of getting acquainted.

This initial exercise of knowing each other's names may be followed by further conversation on children's parents, brothers

and sisters. Ask such questions as the following :

- What's your father's name? (Teach the prefix, 'Shri')
- Where does he live?
- What does he do?
- How many brothers and sisters have you?
- Who brought you to school on the first day?

Remember that every child should be provided full opportunities to mix and speak freely with others.

At this stage, exhibit Posters 1 and 2 and carry on a conversation on them. 'When did Amar get up? What did he do then?' etc. Then let some children repeat in sequence what they did before they came to school.

To add interest and also to reinforce the habits, some easy and attractive poems or action-songs, may be presented. An example has been given below :—

Has Meena, my sister, got up, got up?

Oh yes, oh yes, oh yes!

Has she brushed her teeth, her teeth?

Oh yes, oh yes, oh yes!

And had her bath at break of day?

Oh yes, oh yes, oh yes!

Is she a baby? Did she cry?

Oh no, oh no, oh no!

Has she drunk her milk? Her glass quite dry?

Oh yes, oh yes, oh yes!

Has she brushed her hair and combed it sleek?

Oh yes, oh yes, oh yes!



Is she a baby with tears on her cheeks ?  
 Oh no, oh no, oh no !  
 Has she worn clean clothes, clean  
 clothes ?  
 Oh yes, oh yes, oh yes !  
 Then hurry and pick up your bags, girls,  
 And bring your clean slates, too ;  
 For we are off to school, girls,  
 And you are coming, too.  
 Swift as the arrow, straight as the crow  
 Off to our school, we go, we go.

Divide the class into two groups, one saying the first part containing the question and the other, the second part containing the answer. Then, both groups can take up the chorus.

In addition to these, the morning activities related to personal hygiene may also be mimed in proper sequence. Let a child play act to show that he has just got up from bed and go through the process of brushing the teeth, washing, bathing and so on. Several children may repeat the performance, and the repeated miming of the same processes will lead to the formation of some good habits of personal hygiene and cleanliness.

Co-operative play should begin as early as possible. This will help children overcome the shyness and uneasiness in company which may be innate in many. Play includes singing songs in chorus and repeating poems. An example of an action-song is given below. You may compose such songs or compile them from different sources. Children can stand in a circle to sing it.

From many a home we children come,  
 Girls and boys who look like dolls.  
 Little girls and little boys,

Like so many smiling toys,  
 Come to Opening Day at School.  
 Dolly wants a pretty dress,  
 In her hands a doll she carries ;  
 Girlie, laughing, leads along  
 A monkey beating on a drum  
 No one's sad and no one carries.  
 Together here we mix and play,  
 Dance and jump and laugh all day.  
 There's no school in all the land  
 That is nearly half as grand  
 As this school we call our own.  
 And we love it, each and all,  
 How we love it, each and all.

Fig. 1



Every song or poem learnt should be repeated for several days in a row so that children may learn it well enough to be able to sing it without guidance during leisure-time. You need not be present on such occasions.

You may now begin telling stories as well and at the same time ask your pupils to tell the class the stories they know, no matter how trite they are and how badly told. You must yourself have a large fund

of stories as the one given below in outline :

A dense jungle.....a lion dreaded by animals.....animals meet one day .....decision to send lion one animal every day...hare's turn to go.....reaches lion's den late.....lion's displeasure .....hare's explanation...both proceed to the well...lion jumps into it...hare runs back and reports...universal rejoicing.....hare rewarded with a ride on elephant's back.

We have said in Part One (VI. 3) that the use of direct speech in stories has a greater appeal for children. For example, the meeting of the hare and the lion will be highly entertaining, if it is reported thus :

*Lion* (with a roar): How dare you come so late ?

*Hare* (meekly): O K-i-n-g, m-y K-i-n-g !

*Lion* (taunting): K-i-n-g, K-i-n-g !

Can't you speak ? So small ! and you come so late ! etc. etc.

Two children may enact this scene as well as the earlier scene of the animals' meeting. You may rapidly draw some sketches on the black-board. These activities will make the school an attractive and familiar place. Children will no longer crawl unwillingly to it.

In these early days, children should also get to know the school building and the school activities. They should know the places they will have to go to every day—their classroom, the grounds where the day begins with the prayer, the water tap, the lavatory, the garbage dump. Take the children on a round and show them the places. Explain how they are used. Don't

Fig. 2



avoid giving answers if children ask questions. If there is another school in the neighbourhood, take them there. It will help them get a much broader image of the school.

### Possible Activities and Experiences

—Children may prepare some labels and get their names written on them.

These may be sown on their shirts one by one.

(See that the waste pieces of paper are dumped in the waste paper basket.)

—The following outlines of stories may be expanded and told :

A naughty monkey.....too prying and inquisitive.....visits a carpenter's workshop.....plays with implements and scatters them on all sides.....sits astride a half-sawn plank of wood.....draws out wedge.....tail gets stuck... ..shouts, but in vain.....then pulls and pulls till tail is torn.....teased as 'tail-less'.

A barber in the middle of a forest... .. suddenly meets a tiger.....fearless..... beckons tiger to come close.....threatens him with imprisoning him in mirror..... then shows mirror.....tiger sees image and runs away in fright.

The suggestions given above on pupil activities as the lesson proceeds have just

been outlined. They may be modified or altered or the order of activities may be changed. What should always be kept in view is that children must know their school well and that life in school must be made attractive enough to induce them to come to school of their own accord.

Watch every child and make sure that he participates in the games that are played and the songs that are sung. You should know how each child behaves in company. Encourage the diffident, and say 'well done' to everybody every time. Your task will become easier and easier as you come closer and closer to your pupils. An understanding and harmonious relationship between teacher and taught is the first requisite for successful teaching.

The first ten days spent in school are of the greatest consequence for the child's schooling. He will find it difficult to go on unless he feels attracted to the school and its activities, regards himself and his fellows as members of the same family and behaves naturally and frankly in company. He should, therefore, be protected from the drab and uninteresting aspects of school-work in the first days of his schooling. He must not be allowed to feel that he is being put in a sort of bondage. If he feels that way in these early days, the school will ever be like a prison-house for him and he may be unable to get over this feeling.

## 2. *What We Do in School (I)*

### Background and Objectives

Children have now spent ten days or more in school. They now feel more at ease here, know their fellows and are less tongue-

tied than before. This is the time to start some formal teaching of an elementary type, but the method to be adopted will continue to be through play.



### What Children should Know

- We greet people when we first meet them in school and behave with them as we should.
- It is in school that children work and play together. The teacher is always there to help them : he teaches them how to read and how to play ; he tells them stories ; he loves them and treats them with affection.
- All are equal in school. It is fun to read, work and play in company.
- The school is meant for children from the neighbourhood. It belongs to them. They are free to use what belongs to the school.

### Aids to Teaching

Poster 3. 'On Reaching School'

Poster 4. 'We Read, Work and Play together'.

### Teaching Hints

You may begin the new lesson by asking your pupils to repeat the second poem of the first lesson. After it is over, ask them one by one where they live. From this, children will learn the names of almost all prominent places in the neighbourhood. Write all these names on the blackboard, with 'far' or 'near' as the case may be, against each name. Children cannot yet read what is written on the blackboard, but the place-names give them an idea of distance, of 'far' and 'near'. The total impression of this information will be that children from the neighbourhood come to the same school.

Then present Poster 3. It depicts the scene of the school as it opens every morning. Several children are seen coming to school. Give some familiar names to these boys and girls, choosing them from among

those of your pupils. Say : 'Amar is coming from...', 'Madan is coming from...', 'Mina is coming from.....', and so on. The familiar place-names will deepen the impression sought to be made earlier, that the school is meant for all children in the neighbourhood. It can be reinforced through a game, similar to the one played earlier, in which each child says where he lives and asks his neighbour the same question.

Let children look once again at the picture. Ask questions to help them see that teachers and pupils greet one another when they first meet everyday :

- What are the two boys in the picture doing ?
- What is the girl doing ?
- Why are they doing this ?
- What do we do when we greet others ?

It will be useful to tell them at the same time some expressions used in greeting, i.e. *Namaste, Namaskara, Sat Shri Akal, Adab Araz, Good Morning*, and also to give them a story in which some of these expressions are used.

Once there was a monkey who was a rich man's pet and used to the ways of the world. When he was with the rich man, he would see all kinds of men coming to his master and greeting him before they sat down and had their say.

The monkey somehow got loose one day and ran off to the woods. There he thought he must teach the other animals to greet one another affably, for this habit helps fellow-feeling grow. So he invited his old friends one day to a feast to celebrate their union, but laid down the condition that every animal who came should greet the others as men do.

These friends of his did not know much about this, and so they made a short



Fig. 3

journey to nearby towns and villages, stayed there for some time to observe and learn various forms of greeting.

On the appointed day, Shri Monkey Ram put on clean clothes, completed all arrangements to receive his guests and then sat on a clean sheet spread under a big tree, waiting for his guests.

His friend, Shri Vyaghra Mahashaya was the first to arrive. He roared from a distance, '*Sat Shri Akal*', and touched his forehead with the right hand.

Shri Monkey Ram did the same and repeated the same greeting as he got up took Shri Vyaghra Mahashaya by the hand and led him cordially to a seat.

Then came Shri Bullockji staggering in and bellowed, '*Rama, Rama, friends*'. Shri

Monkey Ram joined both hands and lifted them to his forehead, saying, '*Rama, Rama, brother. Please sit down and be comfortable*'.

He was followed by little Miss Squirrel who squealed, '*Namaste*', with a lisp. Shri Monkey Ram smiled and said, '*N-a-m-a-s-t-e* little Miss. Fold your hands and bring them to your forehead as you say it, dear' and he showed her how.

Babu Rabbit Das followed just behind and said in a familiar manner, '*Jai Hindi, fellows*'. Munshi Bear Chandra was the next to come shuffling in. He bent forward a little, touched his forehead with his right hand and said, '*Adab Araz*'. Mrs. Birdie who had just returned from a tour abroad walked in, fashionably dressed, and extended

**What Children should Know**

- We greet people when we first meet them in school and behave with them as we should.
- It is in school that children work and play together. The teacher is always there to help them : he teaches them how to read and how to play ; he tells them stories ; he loves them and treats them with affection.
- All are equal in school. It is fun to read, work and play in company.
- The school is meant for children from the neighbourhood. It belongs to them. They are free to use what belongs to the school.

**Aids to Teaching**

- Poster 3. 'On Reaching School'
- Poster 4. 'We Read, Work and Play together'.

**Teaching Hints**

You may begin the new lesson by asking your pupils to repeat the second poem of the first lesson. After it is over, ask them one by one where they live. From this, children will learn the names of almost all prominent places in the neighbourhood. Write all these names on the blackboard, with 'far' or 'near' as the case may be, against each name. Children cannot yet read what is written on the blackboard, but the place-names give them an idea of distance, of 'far' and 'near'. The total impression of this information will be that children from the neighbourhood come to the same school.

Then present Poster 3. It depicts the scene of the school as it opens every morning. Several children are seen coming to school. Give some familiar names to these boys and girls, choosing them from among

those of your pupils. Say : 'Amar is coming from...', 'Madan is coming from...', 'Mina is coming from.....', and so on. The familiar place-names will deepen the impression sought to be made earlier, that the school is meant for all children in the neighbourhood. It can be reinforced through a game, similar to the one played earlier, in which each child says where he lives and asks his neighbour the same question.

Let children look once again at the picture. Ask questions to help them see that teachers and pupils greet one another when they first meet everyday :

- What are the two boys in the picture doing ?
- What is the girl doing ?
- Why are they doing this ?
- What do we do when we greet others ?

It will be useful to tell them at the same time some expressions used in greeting, i.e. *Namaste, Namaskara, Sat Shri Akal, Adab Araz, Good Morning*, and also to give them a story in which some of these expression are used.

Once there was a monkey who was a rich man's pet and used to the ways of the world. When he was with the rich man, he would see all kinds of men coming to his master and greeting him before they sat down and had their say.

The monkey somehow got loose one day and ran off to the woods. There he thought he must teach the other animals to greet one another affably, for this habit helps fellow-feeling grow. So he invited his old friends one day to a feast to celebrate their union, but laid down the condition that every animal who came should greet the others as men do.

These friends of his did not know much about this, and so they made a short





Fig. 3

journey to nearby towns and villages, stayed there for some time to observe and learn various forms of greeting.

On the appointed day, Shri Monkey Ram put on clean clothes, completed all arrangements to receive his guests and then sat on a clean sheet spread under a big tree, waiting for his guests.

His friend, Shri Vyaghra Mahashaya was the first to arrive. He roared from a distance, '*Sat Shri Akal*', and touched his forehead with the right hand.

Shri Monkey Ram did the same and repeated the same greeting as he got up took Shri Vyaghra Mahashaya by the hand and led him cordially to a seat.

Then came Shri Bullockji staggering in and bellowed, '*Rama, Rama*, friends'. Shri

Monkey Ram joined both hands and lifted them to his forehead, saying, '*Rama, Rama, brother. Please sit down and be comfortable*'.

He was followed by little Miss Squirrel who squealed, '*Namaste*', with a lisp. Shri Monkey Ram smiled and said, '*N-a-m-a-s-t-e* little Miss. Fold your hands and bring them to your forehead as you say it, dear' and he showed her how.

Babu Rabbit Das followed just behind and said in a familiar manner, '*Jai Hindi, fellows*'. Munshi Bear Chandra was the next to come shuffling in. He bent forward a little, touched his forehead with his right hand and said, '*Adab Araz*'. Mrs. Birdie who had just returned from a tour abroad walked in, fashionably dressed, and extended

her right leg (she had no hands, poor thing !) to Shri Monkey Ram saying, 'Good Morning' with a slight bow.

Shri Monkey Ram each time repeated the greetings uttered by each guest and bowed in the same manner as they. Then, the guests having all assembled, he excused himself and went behind the tree to serve the food. After the hearty meal which every guest enjoyed, they departed, greeting the host in the same manner as before and promising to greet each other when they met in future.

The story may also be dramatized, children taking the roles of the different animals. It will teach them more things than one : they will learn the manner and words of each type of greeting as well as how to welcome visitors and friends, how to lead them to a seat and how to carry on a conversation with politeness and urbanity. Frequent repetition of this will lay the foundations of an excellent and necessary habit. Another lesson that children can learn is that there are various forms of greetings, but none better or worse than the others. In some parts of the country, *Jai Hind* is fast getting to be the usual greeting in school. It has an added advantage : it tells us that we are all the children of the same country, that country is India, also called Hind or Bharata, and we always wish it victory.

Children are in various ways realizing every day—now that they have been in school for about three weeks—that in school they read, work and play together. You may from time to time remind them of the activities variously undertaken in the past weeks and hold discussions on your part in them. Draw their attention, through questions if you so like, to what you have done : you have taught them poems and songs, you

have told them stories, you have shown them how to play. You have pointed out the road home, described what the school does for them and taken care of them all the time. Make children tell you all these things.

Work in these days of growing acquaintance with the school should have the appearance, and feel, of play. 'Playway' is always the best method for you to adopt. Let work not appear to them as a burden. School work should not yet come to them as a drudgery because of its monotony. Songs and poems are very useful in this respect. For example, let them recite the following poem in chorus as they are cleaning their slates with water :

My slate was wet, I could not write  
I had to wait for it to dry,  
And so I made the song I sing,  
Come, sing with me, Yes, come and try...  
The king came up to see the land,  
The king he built a place grand ;  
And on the palace proud he flew  
A flag that fluttered in the blue.  
And there the proud king made a song.  
And sang it as the winds blow strong,  
And as he sang he hungry grew.  
(Just sing as long and so will you)  
And as he was about to cry,  
I laughed, and there ! my slate was dry.

Co-operative play has already started, but it is for you to teach them not only the rules of the games they play but the lessons of obedience, orderliness, discipline and selflessness that should be the outcome of the games. These lessons are, of course to be unobtrusively presented through simple question such as these :

- With whom do you play at home ?
- What games do you play ?
- Do you enjoy playing them ?
- Do you enjoy playing with others ?

—Why do you enjoy playing with friends ?

What you aim at bringing out through these questions is that playing with friends is great fun and playing alone is likely to be boring after some time. That is why we want to play with our brothers and sisters and with children who live near us.

Don't suppress the fact that children often quarrel among themselves as they play. Ask them to relate such incidents and then put such questions as these :

—Why do quarrels arise ?

—What happens as a result of these quarrels ?

Children should learn that every game has its own set of rules, which helps it to proceed smoothly. Quarrels occur when rules are broken. They also arise if the players refuse to share playthings. Tell them the following story :

Two sisters fight over a doll.....one holds one leg and the other, the other leg .....doll gives way, one sister has right leg and the other left.....both cry.

Let two girls in the class play-act the story and then help the classes draw the lessons through some questions :

—What would have happened if both had played with one doll ?

—What happened when the sisters fought over the same doll ?

—What would have happened had more girls joined them at play ?

—How do you feel when you play with your friend's new doll or toy ?

—Do you share your toy with others ?

Let children learn at the same time that the school materials are meant for all and are to be shared by all. Take them to the playground and teach them to play 'hide-and-seek', 'kho-kho' and other games. If there are suitable materials to play with, let them use the materials and sing :

Chhuk, chhuk, chhuk, chhuk, chhuk,  
chhuk, chhuk,

Sings the moving train, but lo !  
All is silence now, d'you hear ?  
It has stopped, the signal's clear.

Did you ever see this train  
That is made of moving children ?  
This is our own children's game,  
Now we'll try to find a name.

It's a game that makes us one,  
A moving train that sudden stops  
Chhuk, chhuk, chhuk, chhuk, chhuk,  
chhuk, chhuk.

On we go and sudden drop.  
It's a special kind of train  
Fed, you'll see, on sweets, not coal,  
On it runs, no trail of smoke,  
Swerves aside just near the well,  
It's a smart train you can tell.

Chhuk, chhuk, chhuk, chhuk, chhuk,  
chhuk, chhuk,  
On it rides and sudden stops.  
There's no engine but it goes,  
The foremost boy his whistle blows,  
Buy a ticket and get in,  
You'll get somewhere through the din.

Chhuk, chhuk, chhuk, chhuk, chhuk,  
chhuk, chhuk,  
Always sings the moving train  
Sings and stops in sun and rain.

Now exhibit Poster 4 and ask :  
—What are the children in the picture doing ?  
—Can just one child play these games ?  
—What are the children in the last picture doing ?  
—Would you like it if one of these children did not do anything while the others worked ?

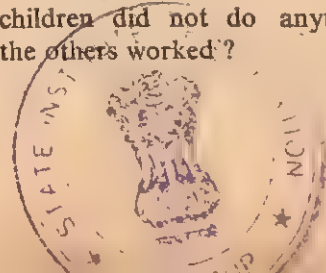






Fig. 4

The first panel and the last in this poster seek to convey two separate ideas :

(i) All must work together and (ii) All are equals in school. You may further work upon these ideas by asking children to clean the Social Studies Corner of the classroom. Let them dust the articles kept there, arrange them and devise means to keep it always clean. What they need to learn is that when we work together, our task becomes simpler and easier. Such lessons are not learnt by memorization ; they have to be acted upon, and repeatedly, to be imbibed. The following story may be told to drive the lesson home :

A flock of pigeons lived on a tree. One day a fowler came there, threw some food grains on the ground and spread a net on them. The pigeons got caught as they pecked at the grains. They did their best to free themselves, but all in vain.

One of the pigeons was an old and wise one. He said, 'If each one of us tries singly to get out of the snare, little good will come of it. Let us try to fly up into the air all together with the net. Flap your wings as soon as I say "three".'

He then shouted, 'One-two-three' and at the sound of 'three', all made a great effort together and flew away with the net.

The fowler just stood there, looking at the scene.

#### Additional Activities and Experiences

- To demonstrate use of various forms of greeting.
- To teach a new game to children and explain the rules. Watch the game for some time and then ask a child to take your place. Let him see if the rules are being properly observed.
- To have a conversation on such topics as :
  - What children do in school
  - Where and when children should play in school and at home
  - What the teacher does in class
- To undertake co-operatively the project of decorating the walls of the classroom.
- To learn, (only for some bright children), the different forms of greeting common in different parts of India and to collect pictures of these greetings for the Social Studies Corner.

#### What Children have Learnt

- Carefully watch the behaviour of every child when he is studying or

working or playing—how he behaves with his fellows, what his likes and interests are, how he co-operates with others, whether he greets people as he should, whether he has learnt to address elders properly, and other things like these.

- Occasionally ask a few questions to test if they have learnt what you have taught them.
- Evaluation should proceed along with the lesson and in this class, it should depend mostly on observation. Too

many questions need not be asked and formal tests or examinations should be completely avoided. Your personal observation will also help you solve the children's problems.

- See that children use correct and standard language and enunciate sounds correctly. If necessary, get them to rehearse words and expressions they commonly find difficult to pronounce or say correctly. Never forget that every teacher is also a language teacher.

### 3. *What We Do in School (II)*

#### **Background and Objectives**

The last two lessons have broadly described some essential features of school and school-life. Pupils now know them. The present lesson aims at the development of a few good habits :

- Attending the school prayer-meeting in time
- Standing in a line
- Singing the prayer-song in unison with others
- Knowing the National Flag and behaving appropriately when the Flag is hoisted on special occasions.
- Singing the National Anthem in chorus.

#### **What Children should Know**

The school day begins with a prayer-song in the morning assembly, which is attended by every teacher and pupil. Everybody should make it a point to attend the assembly punctually so that it can begin on time.

On special occasions, the Flag is hoisted at the assembly meeting and the National Anthem is sung. Every person present in these meetings must stand erect and still, with his arms hanging straight down by his side. This is how we show our respect for the Flag. We must also honour the Anthem by learning to sing it correctly and well.

#### **Aids to Teaching**

Poster 5. Our Morning Assembly.

#### **Teaching Hints**

Since the purpose of the lesson is to give the class more knowledge of the daily assembly-meeting and to interest them in it, you may make a reference to it after the class comes back from such a meeting by asking questions like these :

- At what time do you have the assembly-meeting every day ?
- Who comes to these meetings ?
- What is done there every day ?
- What do you do when the meeting is over ?

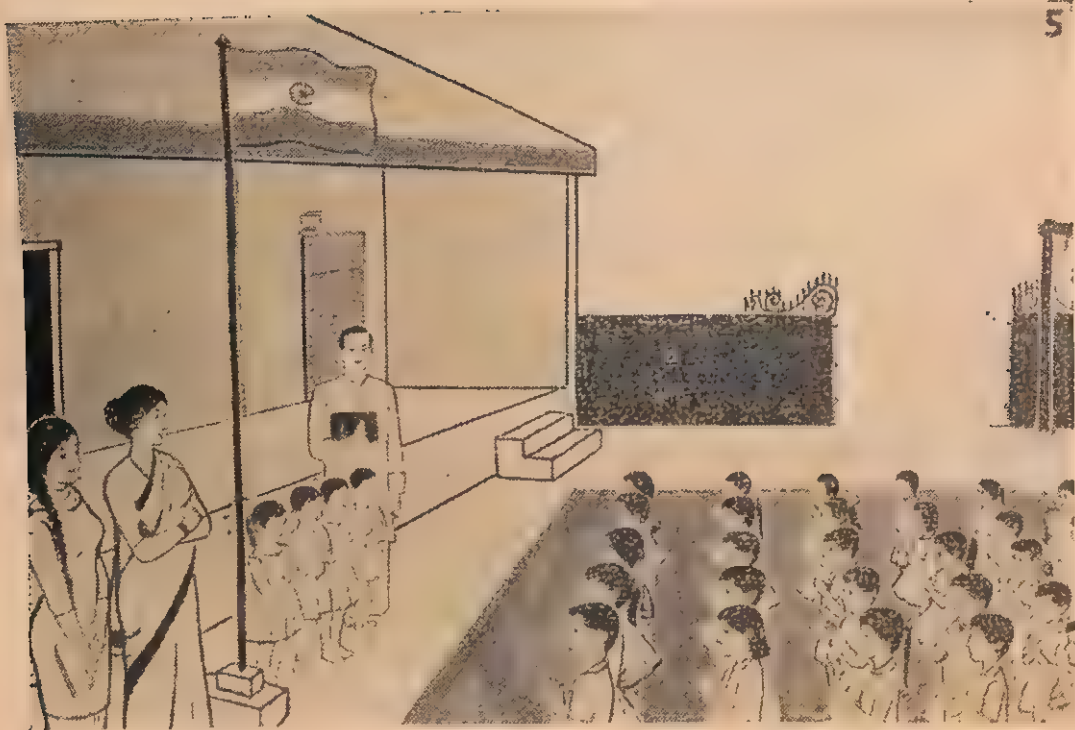


Fig. 5

—What would happen if you did not walk back in a line from the meeting to your class?

It is now time to show Poster 5 and ask such questions as :

- Where do those boys who lead the singing stand ?
- Why are their hands folded ?
- What do you do ?
- What are the teachers doing ?
- How are the children standing ?

Emphasize that all school rules are framed to be obeyed and an important rule is that children must come to the assembly exactly on time.

You may, during lesson time, teach the pupils to sing the school prayer-song. Choose

four or five pupils and let each sing one line of the song and then go back to his seat. The class may then sing the whole song together. Here is a song for practice :

Oh God, who made all beauteous things,  
We bow to Thee, we bow to Thee.  
Oh God, who made the pretty flowers,  
And butterflies that through the hours  
Touch floral beds with wings so fine,  
And fireflies that nightly shine—  
For these we bow before Thy might,  
Lord God, we bow before Thy light.  
The stars that prick the blackest night  
The sun and moon that shed their light  
We owe to Thee.  
We owe to Thee.  
So, to our task at school we go



Remembering Thee, Lord God, we go,  
All hail to Thee, all hail to Thee.

When this poem is learnt, it may be fully rehearsed in class and one day given a full trial in the assembly in place of the usual song. This may add variety and interest to the proceedings. Several prayer-songs may be collected and practised in class from time to time.

You should observe every one of your pupils every day to see that they come punctually to the morning assembly and behave there with appropriate decorum. No child should be allowed to absent himself from the meeting if he is present in school.

If possible, defer the teaching of this lesson till after the celebrations on 15 August. A special meeting might have been held on that day and your task will be lighter if you can refer to it. As pupils have seen and taken part in those celebrations you can start the lesson with that special occasion. Show them the National Flag or its picture from close quarters and then make sure that your questions help pupils understand and remember :

- that the Flag has three coloured bands on it and the colours from the top are saffron, white and green.
- that there is a *chakra*, a wheel, just in the middle of the white band in the centre.
- that the colour of the wheel is blue.
- that the rules are to be observed when the Flag is hoisted.
- that every child must know the words of the Anthem and its tune, so that he can join when it is sung.

It will be better still if proper practice is also given to the children repeatedly day after day so that singing the Anthem and saluting the Flag become automatic parts of behaviour. Proper attention must be paid

to the enunciation of the words of the Anthem and the whole effort should be so timed that the pupils can easily and actively take part in the singing of the National Anthem during the next 26 January celebrations. You should be very careful in teaching the Anthem, for the children have still to learn how to read and entirely depend upon you for whatever they learn.

#### **Additional Activities and Experiences**

- To form a line at the teacher's command and also to break it.
- To learn and sing the school prayers and to memorize several other similar songs and poems.
- To practise, singly and in company, the singing of the school prayer-songs.
- To practise how to honour and salute the unfurled Flag.
- To draw the Flag on paper or on the floor with coloured chalk.
- To prepare paper buntings in imitation of the Flag.
- To collect pictures of the Flag from newspapers and to paste them on the walls of the Social Studies Corner.

#### **What Children have Learnt**

- What would you do if you reached the assembly-meeting late ?
- What would happen if you did not stand in a line ?
- What would happen if you did not walk quietly back to the class ?
- How many colours does our Flag have?
- What is there in the centre of the Flag?
- How do you show respect to the Flag and the Anthem ?
- What would you do when :
  - you are asked to break-up quietly?
  - the Flag is unfurled ?
  - the Anthem is sung ?
- As usual observe the behaviour the pupils.

5. *What We Do in School (IV)***Background and Objectives**

From the earlier lessons, children have obtained an idea of what good habits are and of a few such habits. These should be practised at every opportunity. Now they should know about certain bad habits that they should avoid. For example, children of this age will break and damage whatever they lay their hands on, dump rubbish at any place, pluck flowers from plants and

Fig. 8



bushes, write whatever they please on walls or a thousand other things. They have not yet learnt that these are undesirable. It should be impressed upon them that such habits are injurious in every way. They injure the children themselves; they injure the reputation of the school. You should pay special attention to such habits as :

- throwing refuse into the school-well
- spoiling the school walls
- plucking flowers
- damaging things

**What Children should Know**

- Breaking, damaging and spoiling things are bad habits. Not only do they bring discredit to the school but they harm them as well.
- Writing on the walls spoils the appearance of the house and the school.
- Plucking flowers spoils the beauty of the garden.

**Aids to Teaching**

Poster 8 : 'Let's not Do This'

**Teaching Hints**

The poster shows a number of bad habits to be avoided. Point these out to the class and ask :

- What are the children doing by the side of the well ?
- What would happen to the dry leaves and other garbage if they are thrown into the well ?
- What would happen to you if you drink water from the well ?
- Who loses if leaves are thrown into the well ?

Then, start a discussion on plucking flowers in the garden as well as on preserving them there :

- Why do you have flower-plants at home ?
- How do they look when they have flowers blooming ?
- Do you encourage others to pluck flowers from your plants ?
- What will happen if all of you pluck flowers in school ?
- How long are flowers in bloom after they are plucked ?
- How long do they retain their bloom if left on the tree ?

Children should be taught to decorate the rooms and the building on special occasions and prepare bouquets of flowers.

Similar questions may be asked on the third panel in the picture, which shows a boy jumping over the wall.

#### **Additional Activities and Experiences**

The following story may be told :

A little girl...is about to pluck a flower in school.....flower speaks.....says, 'Don't pluck me'.....says, 'I'm like you .....I'll lose my bloom soon.....I'll be away from my friends on the tree'..... girl relents.....leaves the flower alone.

- The story may also be presented in the form of a dialogue.

- The following song may be learnt and sung :

Flowers gently smiling  
Sway upon a slender stem,  
Butterflies go gliding  
Softly kissing them.  
Let us, like the butterflies  
Show our love for them.  
Break a stem, the flower withers,  
Yesterday they smiled so bright.  
If you want to see it smiling  
Touch it gently, touch it light.  
Gone the butterflies that fluttered  
Over flowers of every hue,  
Swift as dust by winds scattered far  
Flying wings in vain pursue.  
The gentle flowers we'll never pluck,  
We'll keep their brightly smiling faces  
Upward turned toward the sun,  
For we love them every one.

#### **What Children have Learnt**

- Why shouldn't you throw leaves or paper into the well ?
- What should you do if you find your friends disfiguring the school wall ?
- What happens if flowers are plucked from trees ?
- Let pupils prepare, with help from Teacher, a list of good and bad habits. (The blackboard may be divided into two parts. Good habits are listed on one side and bad habits on the other.)

### **6. Our Beautiful School**

#### **Background and Objectives**

In course of time, children show a growing interest in their playmates and also their school-fellows. Gradually, their fondness

for them as also their attachment to the school grows. This lesson seeks to further this interest and attachment. As they feel more and more attached to the school, they need



#### 4. *What We Do in School (III)*

### Background and Objectives

You know very well that habits are formed not by learning but as the result of long and frequent practice. The basis of some good habits have been laid earlier and the foundations have now to be laid for developing more habits. These are : care of things belonging to others, punctuality, awaiting one's turn, correct and respectful behaviour, etc. Your teaching should provide ample scope for repeating old habits. New habits have to be explained and practised as well.

### What Children should Know

- Children should bring their books and other articles to school and take care of them. They have likewise to learn to take care of things which belong to others, and also of school property like desks, benches, mats, balls, etc. Great emphasis should be laid on the care of school property—it is meant for all.
- Show by practical demonstration that a number of pupils can be served much quicker if a queue is formed than if pupils herd themselves together without any order.
- A demonstration can also show that a clean place looks beautiful. This will go to teach why cleanliness is necessary, why a room should always be kept clean, and why all rubbish must be removed after work and thrown into the garbage heap.
- Children should be taught in practical ways to see that respectful and decent behaviour is pleasing to everybody. It

wins them friends and makes them loved by all.

### Aids to Teaching

Posters 6 and 7. 'Good Habits'

### Teaching Hints

Most pupils in class I are yet too young to take good care of their books. These get torn and their covers soon come off. Blots also appear on the pages and books are often lost. Frequent admonition, like 'Take care of your books', 'see that your books don't get torn' 'Don't soil your books' do not help at all. Care of books has to be deliberately taught.

The following method may prove helpful. Show the class two books—one dirty and torn ; the other, used but as good as new and with a dust cover on. Ask children which of the two they would like to have. Then, propose to the class that an exhibition of books be arranged. Every child will naturally be anxious to exhibit his book and make a display of it. If such a proposal is put forward early in the session, it will act as an incentive for children to keep their books not only intact but as good as new.

To get to the question of a dust cover for the books, you may ask the pupils what they should do to prevent the books from getting dirty and soiled. A little adroitness on your part can obtain from pupils the suggestion that the books should have dust covers on them. You may now find a wonderful opportunity for a new form of handwork in which your pupils can naturally become interested. First of all, show them in class

how a dust cover is put up. Then, ask children to bring some old newspapers; you may also lay by a good stock of these. When everything is ready, demonstrate the whole process once again, step by step, so that children can follow you. If you find it necessary, you may, before the operation starts, ask two or three children to repeat the process before the class, first orally and then practically. Possibly, not all children will be able to do the work well. That does not matter; it is enough that your pupils now have a sense of achievement, of having mastered a skill.

Older children may be invited to the book exhibition. Watch how your pupils greet their 'guests' and with what expressions they are greeted and thanked when they depart.

Along with this, you may teach your pupils how to arrange their books in their satchels and rucksacks to carry them home. Side by side, discuss also how care should be taken of the school books and school property. Teach them to arrange furniture thrown into disorder. They can easily see the difference between 'before' and 'after', and by and by cultivate the habit of leaving the place or the article they use clean and orderly.

Children should soon learn that school property is their own property—and in course of time, this realization should be extended to public property as well. At the same time, they should respect the property of their fellow pupils. If they find something lying unclaimed, they should be taught invariably to take it up and deposit it with the teacher so that it may be restored to the owner. To develop greater responsibility, children should be encouraged to deposit the unclaimed property in a box

placed in the Social Studies Corner. Those to whom the lost property really belongs may thus see an unclaimed pencil, pen, book or eraser, and reclaim it from there. Never, however forget to pat the child on the back when he brings something to you. Once this habit is formed, your pupils will behave in the same manner with things lying unclaimed on roads or in lanes.

Working with paper and scissors naturally results in bits of paper lying around. Teach your pupils without fail to collect these waste scraps of paper and

Fig. 6



throw them into the waste-paper basket. Show Poster 6 and ask questions :

- Where is the waste-paper basket kept ?
- What kind of litter is thrown into it ?
- What should you do if you do not find the basket there ?
- Why should you not throw banana-skins all round ?

The best place in school where the advantages of a queue can be shown is where water is stored. Here, under your guidance, children should learn to form a queue and see for themselves what advantages standing in a queue brings to all.

Fig. 7



Discussions in class may precede practice as an alternative method. Children may be asked to look at the picture and they may like to talk of the waiting crowd at the bus-stop (if they have seen one). Some may like to recount their adventures with a bus. In short, no opportunities of talking about, and also forming, queues should be allowed to go unused. The habit should be cultivated.

You should also continue to provide practice in greeting persons correctly, and create situations in class which can help the pupils to use these expressions as for example :

- What would you do if you have to go out by a door which is obstructed by two persons ? (Use of 'Excuse me' ; 'Would you let me pass, please' etc.)
- What would you do if by accident you tread upon the toes of another person ? (Use of 'Sorry' ; 'Excuse me').
- What would you do if your feet touch another person's body by accident ? (Same as above).

You may think of other similar occasions which demand these and other polite expressions.

In the same way, you may create imaginary situations when children need to await their turn. You may all at once ask them to leave the room as soon as possible. On such occasions it is natural for children to crowd round the door, trying to push out the others. This will end in the strongest going out first. Teach them to fall in two lines and go out quietly by the door. They will easily see the advantages of a queue, in which everybody has to wait for his turn.

Display Poster 7 and also Poster 6 once again. Talk about the panels in the picture,



each of which depicts a separate incident. From these, children will learn that they should share food with others. They may have got their first lesson in this at home. They may also recount the earlier story of 'Two Girls and a Doll' (Unit A. 2)

### Additional Activities and Experiences

- Children may learn this poem. They stand in two rows, one row saying the first part of each sentence and the other, the second :

Litter here and Litter there...we'll  
never, never scatter.

Orange peel, banana skin...we'll put  
them both in our dust-bin.

Scraps of paper, take your broom...  
Pick them up and clear the room.

### (Chorus)

What, oh what, then shall we do ?  
We will keep our books so neat  
We will keep our room so shining  
When we're thirsty we'll not crowd  
But we'll make a queue by standing  
Straight in line and wait our turn—  
Then your praise will surely earn.

- Hold a book exhibition, like the one mentioned earlier, after they have spent at least one month in school. This will help you judge how each pupil has maintained his books.
- Arrange similar exhibitions by older pupils in higher classes, so that younger pupils may see how books should be taken care of.
- Have the pupils practise forming

queues and discuss the advantages on specified occasions.

- Have a demonstration of the different ways of greeting commonly found in our country, and also the different ways of greeting elders, equals and youngsters.
- Give some pupils the responsibility of keeping the classroom and the furniture clean.

### What Children have Learnt

- How do you take care of your things ?
- Why are dust covers put on books ?
- Where do you put the things and implements you have used ?
- Why do you do so ?
- What would you do if you found an unclaimed article on the road ?
- What would you do if you hurt your younger brother accidentally ?
- What would you do if you hurt a stranger accidentally ?
- Observe the behaviour of pupils :—
- When they use their books and also school furniture
- When they are coming back to the class after the assembly.
- When they come by some unclaimed property.
- When teacher enters the classroom.
- When they meet one another.
- When there is a crowd at the water tap.
- When they have to throw away garbage after the midday meal.

class will enjoy listening to the story several times over again.

3. Tell the story with gestures and modulate your voice as the story demands. Use pictures where you can. Create an atmosphere that will help children to identify themselves with the characters in the story. Only then will they enter into the spirit of the tale and learn what you intend they should learn.

4. Arouse their curiosity as much you can in your narration. Children love small details and their curiosity will help to keep the story moving forward. Children can visualize the incidents in a story with the help of small bits of information.

5. Use simple language, preferably the language the children themselves use. Easy and simple language ensures better appreciation by listeners.

6. Teach some new words also through the story, but not many. These are learnt primarily from the context. This makes for their permanent absorption in the vocabulary; isolated words and their meanings have little interest for the listener.

7. Also, sometimes tell a story in outline and ask your pupils to fill in the details. The outline should call attention to the principal incidents in the stories, but need not directly emphasize the moral.

### **B. Follow-up**

Children certainly love stories, but you have to be watchful lest their interest in them is little more than flitting. It would be better here to remember the psychological truth that children learn best by doing. Follow up the telling by pursuing activities.

1. Never discourage children from asking questions. They ask questions at all times—in the end or even in the middle. Encourage them not only to ask questions but to answer those asked by others.

2. Children should also be encouraged to repeat in their own words a story they have just been told. One child may find it difficult to tell the whole story without help; he may begin it and several others may follow, each one taking it up where his predecessor has ended. Sometimes, you will ask only questions, answers to which will constitute the story.

3. The story may often be dramatized, at least those parts which lend themselves to dramatization. Children may themselves put it in the form of a dialogue, but this they can do only after they have mastered the story.

4. Certain parts in the stories may be mimed. This should be done where words and expressions present difficulties for young children.

5. Divide the class into two groups, one asking questions and the other answering them, and *vice versa*. This will prove entertaining, when played as a game.

6. Handwork is another interesting device with which to follow up a story. Mud, paper, sand, cardboard and like material may be used to make men or dresses or houses.

7. Children may draw pictures to express their ideas—another way of holding the attention of pupils and helping them to learn.

You can think of other means and devices. Which of them you will adopt depends upon your circumstances—the time and material available and the degree of interest your pupils evince.

### **C. Evaluation**

You may like to see at the end what children have learnt from the story and how they have learnt it. You may ask questions to find this out, when some follow-up activity is going on in class.

Pupils may be asked which part, or incident, in the story appealed to them most and which they disliked. The sole purpose of

evaluation now is to ascertain whether children listened to and learned the story. No formal evaluation is intended.

### 15. *The Story of Master Cave-Boy*

Madan and Rani went to the bookshop one day with their father, who bought them a picture-book. When they came home, the first thing they did was to sit down and open the book to have a look at the pictures. The book had a large number of pictures of very old times, when there were only dense forests all round—no towns, no villages, no houses, no roads. Large animals, fearless to look at, roamed in the forests. Madan and Rani looked at the pictures of rhinoceroses, elephants, tigers and bears.

As Madan turned over a page, they looked into the face of a boy who had on nothing but a small loin-cloth made of deer-skin round his waist. He looked like a human boy but was somehow different. They peered into the picture, for the boy's eyes looked alive and lo ! he spoke :

'Ha ! don't be afraid ! I was once a boy like you. Would you listen to my story ?'

Madan and Rani were first taken aback by this sudden apparition, but their curiosity got the better of their fear. 'Of course, said Rani, 'You're our friend. Let's hear your story.'

'All right, listen then', the boy said. 'My story is very, very old, but it is true. I lived in the forests with my family in that distant age when we had no town or village, road or shop, as you have today. We didn't build houses either, for we didn't know how to build them. We looked on

all sides and saw little else except huge trees and heard nothing but the roars of the wild beasts, bigger and more terrible than they are today.

'There was danger on all sides from wild animals and all of us had, therefore, to live at one-place—my grandparents, parents, two younger sisters, two big brothers and I. Everyone of us was big and strong. We could run fast, throw big stones at the beasts, who often ran away but sometimes got killed. We ate wild berries and roots, and the flesh of animals when we could kill them.

'One day the whole family was out in search of food. Suddenly it began raining, and then it rained much more heavily than it does now and there was incessant rain for days together. All of us felt very cold and Papa anxiously looked around for some warm shelter.

'He couldn't get one then, but he said he would go to find one while we looked for food. He soon came across a cave by the side of a river and at once took us there. First he looked into it from outside for fear of a wild beast lurking inside. A tiger who was crouching in it at once rushed at him. He called out to my big brothers who had sharp and pointed stone-spears with them. He himself carried a heavy stone hammer.

'My mother and I ran behind them and started throwing stones at the tiger as soon



to be taught that school rules are to be obeyed and school property must be taken care of and shared.

### What Children should Know

The school is meant for children of the village and the neighbourhood. These children come to school, and work and play together. The headmaster and the other teachers are interested in the welfare of the pupils.

The school has its own rules. These rules are for the good of all and must be

Fig. 9



obeyed, e.g. 'Every child must come to school punctually'. 'He must not leave the class unless permitted by the teacher'. 'He must help in keeping school furniture clean and trim. 'He must not damage school property.'

### Aids to Teaching

#### Poster 9 : 'Cleaning the School'

### Teaching Hints

Impress upon the pupils either through a dialogue or questions that in school they enjoy the same amount of freedom as they do at home, such as what game do you like most? With whom do you play? where do you play? Why can't you play every game at home?

Then, dwell at some length on the good the school does to children. They love stories; and have an opportunity to listen to so many in school. They read new books, see new pictures, learn new poems and learn so many things everyday—all because they come to school. The school also arranges excursions, celebrates festivals, holds exhibitions. These are occasions for children to both enjoy themselves as well as to learn.

It has been emphasized above that pupils should be able to develop in themselves a sense of belongingness to the school, which builds up the the right desire for learning. You may start with a project, 'Make the classroom beautiful'. Develop a spirit of competition by saying that the classroom should be such that visitors would say that this is the most beautiful room. Use Poster 9 here. Explain the activities shown in the picture through questions. The ultimate objective of all these activities should be to impress children with the idea that they should keep the classroom clean,

Once the purpose has been defined, help the pupils to build up a programme to clean and decorate the room. Divide the class into three or four groups and assign specified duties to each. Get the class to discuss and decide how the task should proceed. Help them arrive at the decision that one group should be responsible for one part of the job for a whole week. You may also ask each group to decorate the room for a week, and at the end of four or five weeks adjudge which group did best.

Bring out with the help of examples, that school rules are for the good of all and should, therefore, be obeyed. Tell an imaginary story of a boy who came to grief because he did not act according to rules. Encourage to discuss the story, and to draw the conclusion that school rules are framed to introduce order into school life and are good for all.

Go back to Poster 8 and discuss each one of its panels once again. Let your pupils themselves indicate the school rule that is being violated in each picture and also mention what harm may come out of this disobedience and to suggest what should be done to stop transgressions.

#### Additional Activities and Experiences

- Decorating the classroom for special occasions
- Writing out the school rules neatly and beautifully on paper
- Writing out each rule on a piece of paper and hanging it at the proper places, e.g. 'Don't pluck flowers in the garden'.

—Dividing the class into several groups and entrusting each with a particular task to be performed each day for, say, two weeks.

#### What Children have Learnt

- What does the teacher do for you ?
- What do you see the headmaster do ?
- Prepare your own set of rules for the school.
- Prepare, with the help of your teacher, two lists as shown here :

DO	DON'T
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Then give the following illustration

—Madan did not do the tasks set by the teacher. He then thought :

—'Let me not go to school today'.

—'Let me send word to the school that I am ill'.

—'Let me go out of home, but not to school'.

—'Let me go to school and tell the teacher that I left my notebook behind'.

Ask the pupils : If you were Madan, what would you have done ? Why was Madan wrong in each of his excuses ?

—Observe which child does not obey school rules or does so half-heartedly. He should see him alone and speak to him with kindness and try to find out why he does so. He should not be reprimanded openly in class.

## 7. *On the Way Home from School*

### Background and Objectives

The primary objective in teaching this lesson is to give children an idea of directions and distance, and to consolidate the knowledge they may have already acquired of the different times of the day. They should know that

—when they go back home, they have to turn at times to the left or to the right.

—they come to school every morning and return home late in the afternoon.

The knowledge that will be imparted is to be simple and elementary. Pupils need not be told here anything more than 'left' and 'right', 'far and near' and 'in front of and behind'.

### What Children should Know

—The road to school is not perfectly straight. You have to turn both to the right, and to the left, before you reach school. Also, there are things both in front of you and behind you.

—Some children take more time in reaching school, others take less. The reason is that some live far from the school, others live near.

—For our convenience we divide the day into several parts: morning, noon, afternoon and night.

—The sun rises in the morning and sets in the evening. We work during the day and sleep at night.

### Aids to Teaching

Poster 10 : 'On the Way Home'.

### Teaching Hints

Begin the lesson, with a general talk on 'in front of', 'behind', 'left' and 'right'. Point to pupils and things in class and give

a number of examples. Children of this age cannot very often distinguish between 'right' and 'left', 'before' and 'after'. Point out their right (and left) eye, hand, leg, foot. Ask the following several times :

—Which is your right arm ?

—Which is my left eye ?

—Which is Amar's right leg ? And so on.

After 'right' and 'left' have been mastered, proceed to the concept of distance. Introduce it by a reference to the time taken by individual pupils in coming to school. Explain it further with the help of things in class which are near and which are far e.g., 'Amar sits near the teacher'. 'Madan sits far from the teacher but near Mina'. 'The school well is near the wall'. 'I stand near the wall but far from the garden'. From these examples, pass on to Amar's home, the village tank, the bus-stand, etc.

In the same way, children may well practise 'before', 'after', 'in front of', 'behind' with reference to pupils and things in class. 'Amar sits behind Mina'. 'The blackboard is in front of the pupils but behind the teacher'. Question the class further on 'left and right' also, and on the position of the seats of some pupils in class, as in the following diagram : (When you use the diagram in class, insert actual names in place of A,B,C etc.)

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P



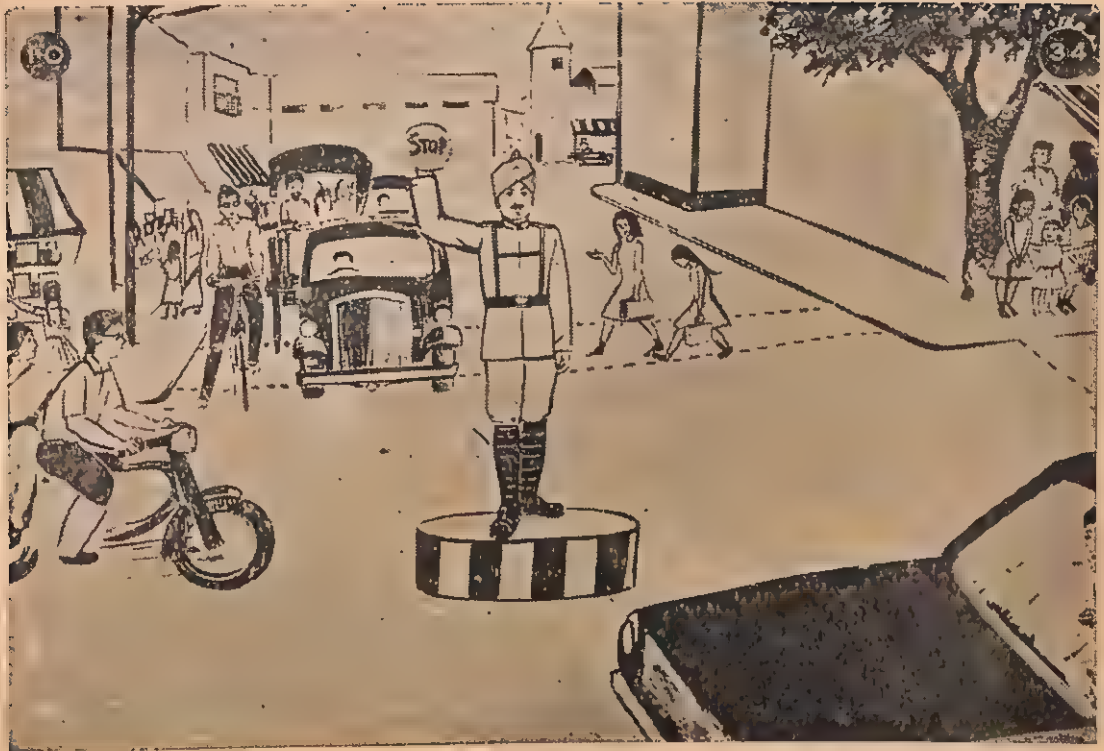


Fig. 10

You can think of a hundred devices by which this can be taught. You can use Poster 10 as well.

Questions on this poster can also bring out the idea of 'safety on road' and give pupils how they should walk on a busy road.

- Why is Amar looking to his left while crossing the road ?
- What can happen if he crosses the road without doing so ?
- What should we do before we think of crossing the road ?

Ask other questions on children's previous knowledge of the parts of the day :

- When do you get up from bed every morning ?

—How do you know every day that it is morning ?

—What do you do when you get up ?

—What does your father do then ? etc.

Repeated questioning like this will tell the class that day breaks as the sun rises, and that people begin the round of their daily duties when it is morning. Choose a child whose father, you know, has a farm or works in the fields. Ask him :

—At what time does your father eat his lunch ?

—What do you do then ?

—What does your mother do ?

—Where is the sun in the sky at that time ?

These questions will draw children's attention to midday and how various people are occupied then. Similar questions can be asked about the afternoon and the evening.

### Additional Activities and Experiences

—Let children learn and recite :

Look, look far east the sun is up  
How splendid he lights the sky !  
The birds are chirping in the trees  
Get up, the hours are speeding by.  
Get up, get ready, on to school,  
Sling your bag upon your shoulder ;  
In the early morning sunshine  
Your shadow's taller, it is bolder.  
Look in front, look back to see.  
Your shadow following close apace,  
Look to right and look to left  
I wonder who will win the race.  
Now it's noon, the sun is hot,  
On your head it steady beats ;  
Now the hours have swiftly glided  
Into evening's shadowed pleats.  
And the children homeward turning,  
Skipping to their mothers go,  
Have you watched their moving  
                        shadows  
As they romp home, longer grow ?  
In the west, the sun is sinking,  
Day is over, Night is here ;

## UNIT B

### *The Home*

#### **Objectives**

The primary objective of this Unit is to bring home to pupils that every child is a member of some family or the other. The other members of the family help him in many ways and give him the protection, comfort and affection that he needs.

Besides, all the members of a family work together to supply whatever the family needs and are dependent upon one another. The child of today has to grow up as a useful member of the family.

In short, the Unit seeks to lay the foundations on which healthy ideas of society and its functions and constituents can be developed in children's mind.

#### **Understandings to be Developed**

- The members of a family live together and love one another. Every one of them performs his appointed tasks, and this makes for a happy family.
- The tasks performed by a member of the family are for the good of the whole family.

- People love those children who love those younger than themselves, respect their elders, help in small chores at home, speak softly and gently.
- Some festivals are celebrated in the home; every member takes part in them and enjoys himself.

#### **Habits and Skills to be Acquired**

- To take care of the body and keep it clean.
- To help older members keep the home clean.
- To perform small chores all around the home as told.
- To take care of pets and treat them with love and consideration.
- To show proper respect to elders and listen to what they say.
- To receive family guests properly and courteously.
- To play with friends and to share playthings with them.





8. *Who Constitutes the Family***Background and Objectives**

Children should by now be well acquainted with the new atmosphere of the school. They already have some experience of the home and of the persons in it, but that knowledge is neither enough nor systematic. It is now necessary for them to understand the relationships within the family and to realize that family life is happy when the members live and work together, and that the family exists to meet the needs of its members.

**What Children should Know**

Every creature lives in a family. Even beasts and birds live a part of their lives in families. Members live together either in big or small, families. These members love one another and help one another to satisfy their needs. The older members protect the youngers and take care of them as long as they need to be. The younger members love and respect the elders. Thus, every member of the family helps the others by performing his duty. Even young children have some responsibility to help their elders.

Good family life demands that the members show love and affection to each other, respect one another, help each other and treat them with love and courtesy. The children should learn these attitudes at home.

**Aids to Teaching**

Poster 11 : 'Members of the Family'.

**Teaching Hints**

Start the lesson with the usual conversation or with the following story :

Some little froggies were playing by the

side of a tank. A crow came flying, caught hold of one of them and flew up into the sky with it. The froggy lost its parents and brothers and sisters. It lay crushed between the crow's beak and could not even utter a cry.

The crow took it to the top of a tree and prepared to eat it, but the froggy would not give up easily. As soon as the crow released it to peck at it, it croaked, 'Brother Crow, don't eat me here. I will have to cry with pain as you dig deep into my body with your sharp beak, and my grandparents who live at the bottom of the tree will hear me. They will then come up running and they are so fearsome that if they see you hurt me, they will kill you'.

The foolish crow took fright and flew to a house-top. Here he pressed the froggy down with his feet and started his meal. But the froggy was quick to protest, 'What are you doing, Brother ? Don't you know that my father's brother and sister-in-law live here ? Do you want to see what they are like ?' The silly bird believed it and flew from place to place, but at every place the froggy would have a relative—as murderous as the others.

At last, the crow sat by the side of a well and asked the froggy, 'Who do you have here ?' It said, 'No, it's a safe place for you, but pray do me a kindness. Sharpen your beak before you stab me with it so that I may feel less pain then. I shall sit here quietly until you're ready'.

The crow believed it and lost his meal. The froggy moved closer to the well and then jumped into it. The crow thought it



Fig. 11

was an accident and went on calling to the froggy to come to him.

'You fool', croaked the frog from inside the well. 'I never knew you were so great a fool as that. Does a frog ever live on trees or housetops? You are rightly served!'

The story may be so told that as many names of relationships as possible occur in it. Of course, regional names should be told. The class can be led to see that the froggy's family was a big one. Have further discussion on the story and explain the nature of the relationships. Children can help you in this matter. Proceed from this to the idea that the younger members in the family are protected and cherished by the elders. Children

will be glad to share in the progress of the lesson and contribute to general understanding. It is also possible to explain that the size of families may be big or small.

Show the class pictures of birds and animals with young ones, so that the children may know that even birds and animals have families, however, small and rudimentary. The mother-bird feeds her young ones in the nest. The cat and the bitch suckle their young ones. If you think it proper, you may extend the scope of this talk to tell the children that the human baby needs the care of the mother and the other members of the family for a longer time than the young ones of birds and animals: they take a longer time to grow and become self-reliant.

The next point to which you may pass is that members of a family live together, each performing his appointed task to help the whole family. Children should also be prepared to perform their share of the duties. Every emphasis is needed to affirm that family life is happy only when each member does his duty and takes pleasure in its performance. Children may not be directly told all this; they should not be expected to memorize these as excellent pieces of advice. They must absorb them, make them a part of themselves so that they may act upon them by sheer force of habit.

Introduce the lesson with Poster 11 and ask :

- What is the woman with the pitcher doing ?
- What is the man with the oxen doing ?
- Where is he going ?
- Is he going to the fields ? Why ?

Then ask every child how his father and uncle are employed and what they do all day. The answers should be utilized in preparing a list of duties necessary to keep the daily life of the family going. Children will come to know in broad detail that in a village, occupations other than farming also engage a number of people, but whatever one does, one is helping make good family life possible.

In a city school, children may not be acquainted in detail with village life and occupations. Here, choose a child who has come from a village or frequently visits one. Let him relate what a village child does from morning till evening. In a village school, you may ask a child who frequently goes to the city.

Let the class pass on then to fresh ideas. Choose local examples to lead children to see that sometimes, a person or a family leave the home in the village and settle in

the city to take up some occupation there. Impress upon the minds of the children that such changes of residence need not mean a break of old relationships. In fact, these people continue to cherish the old ties with the villages and go there to join the other members to celebrate marriages in the family or festivals or holidays. Use questions like these for developing these ideas :

- Did any relatives come to your place when your sister was married ?
- Where did they come from ?
- What did they bring for you ?
- How were they related to you ?
- By what names do you call them ?

They need to know that all people, wherever they may live, are tied to the family by bonds of love, affection and fellow-feeling. They help one another in times of need and come together on special occasions to enjoy themselves.

When discussing family life in cities, see that children do not come to have any mistaken impressions. A city home, too, has grandparents, parents, uncles, aunts and children. Here, too, everybody does something for the family. Induce children to talk about the similarities of family life in villages and cities. Let them also talk of their own grandparents, parents, uncles, aunts, brothers and sisters, and of visiting relatives as well. They must end with the firm knowledge that every man, woman, boy or girl lives in a family — whether it be big or small, whether it be in a city or a village.

- Where does your father work in the city ?
- When does he go out and come back home ?
- What does your mother do then ?
- Who goes to the market to get things ?

The answers to questions such as these will tell pupils that in cities, as in villages,



everybody has an appointed task to perform—the man going out to work and the woman staying at home to perform domestic duties. It should also be mentioned that in many city homes, women go out to work like men.

You need not stress that city life is widely different from village life. The impression that a wide hiatus separates city life from village life or that one is superior to the other must be avoided at all costs. Stress only the similarities in family life.

### Additional Exercises and Experiences

- Get children to discuss 'What Mother Does'—in a city home and in a village home.
- Get them to draw pictures of the members of their families. The quality of the pictures is of no consequence now and children may show these pictures to the class and explain them if necessary.
- Get two children to act as grand parents and tell the class stories. This may be done by turns.
- Get them to collect pictures for the Social Studies Corner.
- Get them to recount incidents from family life which focus the co-operation of all, e.g., illness in the family.
- Get the class to learn the following poem :

Within the circle of our home,  
How close one to other is !  
We do not fight, there's no strife  
This is the joy of family life.

And in the centre of the home  
Our mother draws us close to her,  
With sweets for all on every day  
She keeps us happy in her way.

Our aunt her chores each morning does  
She bathes and rubs us clean.  
She brushes our unruly hair  
And parts it neatly here and there.

Our uncle is the shopping man,  
He takes us to the toy bazaar ;  
And there our eyes grow round with joy  
There's something for each girl and boy.

And Grandma, she's the nurse of all  
She knows at once when we're not well,  
She takes our pulse, she feels our brow,  
Says : Off go to bed right now.

And then she sits beside us long  
And sings her old familiar song ;  
She fans us when the day is hot  
And brings us milk upon the dot.

Grandfather is the story-teller  
Every day we crowd round him,  
Fables, legends ever-green  
And in some a fairy queen.

And some day in another house  
The Moon, we'll go with hope and  
joy ;

And of its bounty we will take  
Sweets for every girl and boy.

### What Children have Learnt

- What work do women do at home ?
- How do children help their parents in domestic chores ?
- Why do children come to school ?
- Who took care of your little sister when she last fell ill ?
- Who gets books for you when you need them ?
- What does your grandmother do at home ?
- Prepare, orally, a list of the members of your family.

## 9. *Family Life (I)*

### Background and Objectives

Pupils should know now that they have to live, work and enjoy together at home as they do in school. Daily life at home is easier if this is done. In fact, the first training in these habits should be given at home where a child has any number of opportunities to learn, such things as sharing playthings and items of food with his brothers and sisters. Every advantage should be taken of the child's natural love for play, and playtime should be made use of for forming good habits.

You have to keep this in view when you teach this lesson.

### What Children should Know

Personal cleanliness is very necessary for health. Children must wash their faces and mouths every morning, bathe and put on fresh, clean clothes. Their eyes, ears, nose, teeth, hands, and nails must always be clean.

Children play for long hours in the day. They should be able to see that playing with others gives much more pleasure and variety than playing alone. Sharing food with others can, in the same way, be more satisfying than eating all of it alone. At home, also, all sit together at lunch-time and dinner-time.

At home, when people help each other in a task, young children also lend a helping hand for whatever it is worth. The very fact that they come forward to help is much more valuable than the actual help they give.

When somebody falls ill at home, the other members nurse him by turns. Little

children can also have a share in nursing, perhaps by running small errands.

### Aids to Teaching

Poster 12 : Family Life (I).

### Teaching Hints

It is well known that children of this age do not yet distinguish between work and play, particularly if they are deeply interested in an activity. If properly organized, pupils will take as much interest in cleanliness drills as in games. You may hold occasional inspection parades to see that pupils have cleaned their eyes, nose, teeth, hands and nails, and that their clothes are washed and clean. Gradually train children so that they themselves hold these parades and do the inspection by turns. The inspection should be held at frequent intervals, not less than once a week.

Over and above this, sometimes take the children to the tap or the well where, under supervision, they can wash their hands and feet and clean their teeth with indigenous brushes of twigs. This will, also provide an opportunity to practice other habits—walking in a line, waiting for one's turn, helping one another. Regular drilling in the earliest class can easily lay the foundations for good habits.

On return to class, ask pupils :

—What would happen if we never pare our nails ?

—What may happen if we do not clean our hands well ?

—How do you feel after a good bath ?

These questions should teach pupils that personal cleanliness is most essential for good health and a clean person is liked by all. You may refer back to Posters 1 and

2, which depict activities and habits related to personal cleanliness.

Then, lead the class to another important point in the lesson : it gives us pleasure to share our food and toys with others. It should please the child to see others play with his toy or eat his food. You may introduce this by again asking some questions you may already have asked :

- What games do you play at home ?
- With whom do you play ?
- Do you like to play alone or with others ?
- Why ?

From the answers to the above questions, children will see for themselves, what they already know — that most games are played by more than one child sharing in them and that very often toys and playthings are meant to be shared. You may teach some songs on games.

Children should always notice while playing games that every game has its own rules and much of the pleasure in the game is lost if the rules are broken. This may be play acted as well so that the importance of rules in a game may be clearly demonstrated.

You will often see that some children in the group come forward during play and automatically assume leadership of the group. Such children should be spotted out and given further encouragement and opportunities to be leader. You have at the same time to watch them closely lest these 'leaders' develop tyrannical and despotic habits.

Tell the following story, 'given' only in outline, to show that sharing food can give the giver great pleasure :

A small boy.....parents very poor.....nbt enough food for all.....dreams one

night of an old palace.....palace in the midst of a forest.

Boy prepares to go.....mother gives him some purchased grain.....meets a pigeon who is hungry.....gives it a few grains to eat.....they are now friends and proceed together.

Monkey met next...also hungry...given some grains...the three now enter forest...boy hungry but too few grains.

Next they meet mongoose...as hungry as the others...boy weak with hunger but feeds mongoose...he too is their friend and goes with them.

Fig. 12





Forest more and more dense...difficult to see ahead...way lost...pigeon flies and returns to tell the way...they reach palace.

Palace gate closed...monkey goes over wall and opens...all enter...a big room full of jewels, but guarded by a big snake...mongoose falls on it and kills it.

Boy and friends carry wealth home.

Ask appropriate questions on the story to bring out the central idea. Also exhibit Poster 12 and ask :

- Who prepares your food at home ?
- Who sits with you at lunch-time ?
- Who serves you food ?
- When your father brings sweets from the market, does he eat them up all by himself ?
- What do you see in the picture ?

It can be brought out that members of a family work and eat together and everyone does something to keep family life going. Draw attention to the second panel in the picture.

You may then pass on to the top panel and bring out that a sick member has to be

nursed by other members at home.

This lesson is not one on rights and duties. Its simple purpose is to impress upon the minds of the children that living together, sharing things with others and working for the good of all are necessary for good family life. You should keep this in mind so as not reduce the lesson to a dry lecture on duties.

#### **Additional Activities and Experiences**

- Occasional inspection of personal cleanliness
- Miming a family meal
- Miming the nursing of a sick person

#### **What Children have Learnt**

- What will happen if you don't pare your nails ?
- Do you like to take a bath every day ?
- Can you play all games alone ?
- How would you feel if your brother were to eat up all the sweets he had brought ?
- What do you do if somebody falls ill at home ?
- What does your father do then ?

## *10. Family Life (II)*

### **Background and Objectives**

Every family has its moments of joy and happiness, as also its moments of grief and disappointments. Joy and happiness are brought by happy occasions, like marriages in the family or celebrations of special festivals. Every member of the family then has his share of happiness and performs his part of the duties. The larger the family, the more joyous the festive occasions. Similarly, grief and disappointments are also shared by all, one receives

consolation from the other. Children have to know and remember that joy and sorrow are equally shared in the family.

#### **What Children Should Know ?**

Every family celebrates some festivals. It also has occasions of other festivities, like marriage celebrations. On such occasions, guests come and are welcomed by the family. There is merry-making in the home. Children move about a great deal, and are happy in their new clothes and with their new companions from outside. They

also receive parents from the guests who come on such occasions.

There is special food which is shared by all. Children look forward to such occasions.

### Aids to Teaching

Poster 13 : ('Family Life. II')

### Teaching Hints

Festivities are an integral part of family life. They provide occasions when the bigger family comes together. Members who live away from the main branch come home and they are re-united, at least for some time. Children feel very happy on such occasions. They can play with new friends most of the time and also run errands to help their elders.

Pupils may be asked to describe their experiences of a festival they may have lately celebrated at home. Different festivals are celebrated in different regions and you are to choose your own examples. You should, however, utilize the opportunity provided by a festival to ask children the names of the festivals celebrated in their families. They will be glad to talk about the festival recently celebrated by the family. With the help of the names provided by the children you can prepare a list of local festivals for the class. If you have in your class children following different religions, your list will be more or less complete.

Then talk briefly on different festivals, laying stress on the season in which each is celebrated. This association will help the memory. Dwell on the common features of festivals: joy, mirth and happiness prevail everywhere; children get presents and new clothes; relatives come from other towns and cities; everybody is eager to make the occasion a success.

Pupils should learn that festivities are occasions for rejoicing and reunion. They

know that guests and relatives coming from outside pamper them with sweets and presents. Let them suggest how these relatives should be welcomed.

There are a number of stories and legends on the origin of each festival. Let children learn some of these from their parents and grandparents and tell them in class. You may also like to tell one or two stories yourself.

Poster 13 shows the celebration of two festivals, the *Raksha Bandhan* and the *Lorhi*. The first two panels depict scenes of the former. There is feasting for all,

Fig. 13



and then sisters tie a chord round the brothers' wrists, praying for their safety, security and prosperity. The third panel, a scene from the *Lorhi* celebrations, shows a group sitting round the fire and having a musical programme.

You can of course select your own festivals to be taught before the others are described and prepare or collect suitable pictures.

#### **Additional Activities and Experiences**

Get children to draw pictures of festivals and also collect them from old newspapers. These may be pasted on the walls of the Social Studies Corner.

Have a collection of your own and exhibit it.

Get children to play act scenes of a celebration, some taking up parts of hosts, others of guests.

The following poem, or a similar poem on another festival, may be learnt :

Girls and boys come to play  
The feast of Rakhi's here today ;  
Golden rakhis on our arm  
That will keep us from all harm.  
Rakhis green and rakhis red  
Rani spreads them on her bed.  
Here comes Father with the sweets.  
In a minute Aunt and Uncle  
With our cousins full of cheer  
Stand upon the golden threshold,  
Everything is festive here.  
Rani ties the rakhi bright

On each wrist, a joyful sight ;  
Madan takes the sweets around  
And we laugh and spring and  
bound ;

And we dance and shout and sing  
In a happy rakhi ring.

Tell the class some stories and legends relating to some festivals which are common in every part of India. He should stress in the end the common features of festivals.

#### **What Children have Learnt**

What festival was recently celebrated in your home ?

Who came to your house on that occasion ?

Where did they come from ?

What did your parents do on that day ?

What part of the festival did you like best ?

Which festival do you like best ? Why ?

Prepare a list of festivals celebrated (a) in your home and (b) in other homes in the neighbourhood.

Describe your experiences when you were invited to your friend's for the last festival.

Listen carefully to what children are saying. It is not enough to see that they speak correct language ; help them overcome their initial hesitancy. Create a friendly atmosphere in the class so that children gradually develop confidence in themselves.





## UNIT C

### *Our Needs*

#### **Objectives**

This unit acquaints children with the primary needs of man. These are three in number : food, clothes and shelter. Man feels these needs wherever and in whatever manner he may live. He has, throughout his history, been striving to meet these needs and improve upon what he has. But he cannot fulfil the needs without help from others : that is why we have to depend upon one another.

#### **Understandings to be Developed**

Food, clothes and shelter constitute the three primary needs of every human being, and he satisfies them with help from other human beings.

No work is either great or small. No man is either too high or too low. All occupations are of equal importance to society. We must respect all professions, as also all men whatever they may do to earn a living.

Food, clothes and shelter assume different forms in different places. They are very greatly influenced by the climate and vegetation of a place. Food should never be wasted.

To meet our needs, we first use

what is available in the neighbourhood.

The utmost cleanliness should be observed in the matter of our food, clothes and dwelling place. Clean food and clean clothes and a clean home make for healthy life.

We have to depend upon others for the satisfaction of our needs.

#### **Habits and Abilities to be Acquired**

To observe personal cleanliness scrupulously.

To help others keep the home, the school and the classroom clean.

To learn to observe things carefully.

To be free from prejudices with regard to untouchability.

To put on, by force of habit, clean clothes, clean the place before sitting down, keep one's own things neat and clean.

To co-operate with others to perform common tasks.

To regard all kinds of work with respect and not to look down upon any occupation or profession.

To cultivate inquisitiveness about things in general and about where they come from.

as we espied it. But a stone spear had already pierced it through the heart and Papa killed it with several mighty blows from his hammer.

'This pleased us very much. We got much food as well as a beautiful, warm cave. From that day, I was named Master Cave-Boy. We made the cave our home and lived in it for many years.

'The dead tiger was dragged out in the open and skinned. You should know that this tiger was not of the same kind as you see today. Show your father the picture of the fight we had with the beast (Poster 18), and he will tell you that people now call our tiger "the sabre-toothed tiger", for it had two tusks in the front. It was also bigger than the tiger of to-day and what a feast we had for days!'

'Every morning Papa took my brothers and me to the hunt. On some days, we gathered wild fruit and berries and brought them home, but our food was chiefly the flesh of the beasts and birds we could kill. While we were out, Mummy would also go out with my sisters and collect dry wood and sticks, with which she always kept a fire burning at the mouth of the cave. This fire kept wild beasts away at night, gave us warmth inside and also cooked our food.'

'One day we hunters brought a big deer we had killed. We had a wonderful feast that day and Mummy was also very pleased. She took the skin and with her needles of bone and wild creepers sewed up a nice dress for herself.'

One night we heard a number of elephants near the cave and Papa said he would hunt one the next day. When the day dawned, he called my brothers but would not take me. "You are yet too young for an elephant hunt, Master Cave Boy", he said. "It is dangerous". But I

begged and begged till he reluctantly agreed. "All right", said he, "take your stone axe and bring up the rear. We'll go to the ravine near the river where the elephants come for a drink".

' "But, Papa", said I, "is an elephant-hunt more dangerous than a tiger-hunt? If it is so, why should we try to kill one?"

' "Dangerous? Yes, it is. Don't you see how big it is and what long tusks it has? But we must try to kill one today. The herd is bothering us very much. It comes here every night and though the fire scares it away from the cave, the big beasts comprising the herd drive away the smaller animals, and we have to walk a long way to find them. If we can kill even one elephant, the herd will go away from here".

'So we started, armed with our spears and hammers and axes—all made of stone and wood. On our way to the ravine, we visited a friend of Papa's, who also joined us with his sons and nephews. An elephant hunt calls for many hunters to work together. The newcomers lived in a cave nearby. They were all armed like us and one of them carried a burning branch of a tree.

'Luckily for us, the herd of elephants had left after a drink of water, and only one of them tarried behind to break a branch of a giant tree standing by the side of the river. We all made a big circle round the elephant now standing alone and as we closed in, we started throwing stones at it. We, younger members of the party, stood at a height in the distance and pelted it with stones. But an elephant-hunt wasn't an easy job. The enraged elephant rushed at the hunters and caught a man in his trunk. Poor man, he was badly wounded but saved by the other fighters who at once struck the elephant with spears. The pain was so



Fig. 18

great that it let the man go. The hunters came very close to the elephant and used their hammers and very big stones till the huge beast fell down dead.

'What joy ! We couldn't carry it home, but the women all came and cut away big chunks of flesh to carry them home. The two tusks were divided between the two families. Soon there was nothing left but bones, and they went to my brother who was skilful in making tools and weapons.

'The elephant of our times, like the tiger, was bigger than your elephant. Its body was also covered with a wool-like hair. You call it a "mammoth".

'This is how we lived in those days. The father went out to hunt ; the grand-parents gathered wild fruit and berries and wood ;

the mother cleaned the skins, sewed clothes of animal hide, cooked the food and took care of babies.

'O look now, our fire is going out and I must rush to throw some dry twigs into it'.

The picture fell silent as suddenly as it had begun to speak. Madan and Rani felt so happy : they now had a brand-new story in their stock, and a marvellous story at that !

### Teaching Hints

The chief purpose of narrating the story is to let children know that in pre-historic times man lived almost like wild beasts, but he had learnt early to meet his needs in the family, living in caves, using fire and putting on clothes of skin. He had to work very



*11. Our Needs : Food***Background and Objectives**

Explain in this lesson if explanation is needed, why we all want food. Tell them what we usually eat, how we eat (and should eat). Many of these things are already part of the experience of the children.

**What Children should Know**

Every living creature needs to eat food and drink water. Nobody can remain alive for long without food and water. These two constitute our primary needs. We generally eat rice, bread, pulses, vegetables, ghee, oil, curds, fish, eggs and meat. We also drink milk. Whatever we eat should be clean and fresh. Hot food is usually more delicious.

**Aids to Teaching**

Poster 14 : 'A Lunch Plate'

**Teaching Hints**

Children must have eaten something before they came to school. Begin by asking a few pupils the following :

What did you eat this morning before you came to school ?

Who prepared the breakfast for you ?

What do you eat everyday ?

Do you eat the same food every morning ?

The pupils' answers will help you prepare a list of dishes usually eaten in the morning. Write a few of these names on the black-board. Children should by now be able to read them. Prepare similar lists in respect of the other meals, and draw the children's attention and to the principal articles of our staple food. They should see that food consists of both solids and liquids, which sometimes taste saltish, sometimes sweet, at other times sour. The dishes are prepared with rice, wheat,

vegetables, milk, fish, meat and eggs. Water is a very essential ingredient of our food. Show Poster 14 and talk about it.

It is within the experience of children that we all need food and have to eat three or four times a day. Utilize this and ask :

How many times do you eat every day?

Why do you need to eat three or four times a day ?

When do you eat the first meal of the day, and the last ?

Do you like the different articles of food equally well ?

Which do you like more : fresh food or cold, stale food ?

How do you feel if you get no food at all ?

The generalized statement may then be made every living creature, man, beast or bird, badly needs food. No creature can remain alive for long without it. We see birds and beasts move about all day long in search of food.

Food served on special days and special occasions is different from that served every day. Let children confirm this and give examples from their previous experiences. Refer to a special occasion and ask :

What dishes were prepared on that day ?

Do you have those dishes every day ?

Why is special food cooked on special days ?

Help children to recollect that both hands and the mouth are washed both before and after eating. Then ask :

What did people do that day before they sat down to eat ?

What did they do after they had eaten ?



Fig. 14

Washing hands and the mouth before and after meals should become a habit with children. Hold occasional drills after the mid-day meal.

#### **Additional Activities and Experiences**

Ask children to prepare a list of articles used in the preparation of special food on a special occasion. Ask them to prepare another list, of food they like best. Have them mime a dinner with all its

rituals and let mud balls be served for food.

#### **What Children Have Learnt ?**

What do you usually eat for (a) breakfast and (b) lunch.

Name the food articles of which your dishes were prepared today.

You have a biscuit. Your sister is here, but not looking at you. What would you do ?

Why do you wash your hands before you start eating ?

12. *Our Needs : Water***Background and Objectives**

'Water is life', says an Indian proverb. Water is essential for life as food itself. Children also know that water is used at home not only for drinking, but also for other purposes. This lesson will only revise and systematize the knowledge children already have in respect of water, its uses and sources, and also stress the need of clean water.

**What Children Should Know ?**

Water is an essential ingredient of our daily meals.

Water is needed at home for a variety of purposes.

The water we drink must be clean and should be stored in a clean vessel and kept covered. We should look into the tumbler before we drink the water.

**Aids to Teaching**

Poster 15. 'Use of Water'

**Teaching Hints**

Introduce the lesson by asking the different uses of water they have seen :

What do you do to quench your thirst ?

How can food be prepared if there is no water at home ?

How are clothes washed in your home ?

What do you bathe with ?

Show now Poster 15 and ask :

How does your mother wash your clothes ?

How are the dishes washed ?

In what ways does your mother use water in her cooking ?

In what other ways is water used at home ?

From the different uses to which water is put, you may pass on to how water is stored at home. Children will like to draw pictures of vessels of water of various sizes and shapes. Then, have a discussion on clean water and polluted water. Include the following types of questions :

What kind of water do you like to drink—clean or polluted ?

Why do you not drink dirty water ?

Why is water kept covered ?

Why would you not drink uncovered water ?

Why should water be filtered before it is stored ?

Tell a story—outline given below—which speaks of the consequences of the bad habit of leaving water uncovered :

A big vessel.....filled with water.....left uncovered at night.....a mouse falls into it.....unnoticed.....water drunk in the morning.....people ill.....sent to the hospital.....recovery after days of severe illness.

Follow up the story with questions :

What was the first mistake that was committed ?

Were there other mistakes as well ?

What lessons do you learn from the story ?

Some more stories of the type may be told. Newspapers report such incidents from time to time.

**Additional Activities and Experiences**

List the various uses to which water is put at home.

Draw pictures of water vessels.

Learn the following poem :

Tell me, fish, within your pond,  
Is the water all around you



Cook the rice in an earthen pot.  
Rub and wash your vessels clean,  
Sweep and swab your room today ;  
Clean the courtyard with the water ;  
Help your mother, little daughter.  
Always keep the water covered  
If you mean to drink it clean  
“Look before you leap” they say,  
Or another way to put it—  
“Think before you drink” each day.  
Tell us, fish, within the pond,  
Is the water all around,  
Plentiful and cold and sweet ?

### What Children Have Learnt ?

For what purposes do you use water at home?

How is this water stored ?

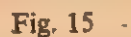
Why is water kept covered ?

What water would you like to drink :

(a) fresh, uncooled water stored in a covered vessel, or (b) cold water but stored in a vessel that was not covered?

Teacher should take particular care to see that the drinking water in school is always scrupulously clean and hygienically stored. He should also see that children do not pollute the

water and make it a habit to look into it before drinking it.



13. *Our Needs : Clothes***Background and Objectives**

Children have now learnt about food and water, our first need. The next need is clothes. Every person big or small, boy or girl, man or woman, puts on clothes. The same kind of clothes are not, however, used throughout the year. Clothes change according to seasons.

**What Children Should know ?**

Clothes are very necessary for us. Everybody we see puts on some kind of dress, but children, men and women are all dressed differently. Dress is a matter of individual choice and taste, but it does not go against accepted social practice.

Clothes differ also from place to place, and even in the same place from season to season. It is largely dependent on the climate of a place. A person living in cold regions wears heavy clothes, while we who live in warm regions are lightly dressed in summer months. In India, most people change their clothes in accordance with the season. In summer, they put on light cotton clothes, but in winter they find it necessary to wear heavy wollen clothes.

We find a greater variety of dress in big cities than in villages and small towns. People come from different parts of the country and from other countries, to where sartorial habits are often different from ours who come to big cities.

**Aids to Teaching**

Poster 16 : 'Indian Costumes'

**Teaching Hints**

You can begin by talking about your pupils' clothes and get them also to speak about them. They may name the different items of clothing each pupil has, their colour and the material they are made of. You may write on the blackboard and in two

columns, the items specially used by boys and girls. You may also ask the children about the clothes you have on. Also ask :

What clothes does your father usually put on ?

How does he dress on special occasions ?

What does your mother put on ?

How is your elder sister dressed ?

Special mention should here be made of summer and winter. From their own experiences, children will tell you what kind of clothes boys and girls, men and women, put on in summer and in winter. Show Poster 16 and ask appropriate questions.

You may divide the class into several small groups. Let one group draw up a list of clothes used by boys and another group that by girls, and so on. You have to be at hand to do the writing, for children cannot yet write easily. It is also possible to arrange a fancy-dress show, in which children put on costumes of grown-ups or those worn in the other parts of the country, and talk about their costumes.

You should not omit to mention that shoes are an important item of our dress, and it is not complete without them. Discuss why shoes should be used in cities as well as in villages.

Everyday clothing is different from clothes used on special occasions, like festivals, marriages and important functions. On many of these occasions, children get new clothes of bright colours. You may induce your pupils to speak of the clothes they got on the last festival.

Children should also see that neat and clean clothes make the wearer look smart and clean. Clean clothes must always be worn.



Fig. 16

Children may now play the Dress Game, in which one child impersonate a shirt, another a frock, a third a pair of shorts, and then each speaks in praise of that garment.

The need for washing clothes is not unknown to children, and you may introduce the washerman now as our helper. If there is one near by, you may take your pupils to his place to see him at work. They need to appreciate that a washerman helps us to keep our clothes clean and, therefore, his occupation must not be looked down upon. In cities, reference may be made to the many laundries so commonly found.

Along with the washerman, the tailor who makes our clothes may also be introduced as another of our helpers.

### Additional Activities and Experiences

Discuss Poster 16 and the costumes worn in the different States of India.

Arrange a fancy-dress show.

Mime the work of a tailor, a cobbler and a washerman. Let the child who impersonates the character speak on 'What would happen if I was not there.' Of course, children will need a good deal of coaching and prompting from the teacher to do this.

Tell the girls in the class to bring their dolls and coloured rags, and dress the dolls as men and women in different parts of India.

Ask children to collect pictures of costumes for their Social Studies Corner.



**What Children Have Learnt ?**

What kind of clothes do you wear in winter ?

What clothes does your younger sister put on in summer ?

Why do we change our clothes according to the seasons ?

Imagine that you are (i) a tailor, (ii) a cobbler, (iii) a washerman and (iv) a farmer. Talk to the class about the work you do.

What would you do if you have to sit down on the ground ?

Would you just sit down without seeing where you are sitting ?

Would you first look at it and then sit down ?

Would you not sit down if the place is not clean enough ?

Would you clean it and then sit down ?

What would you do if your clothes get dirty ?

Would you just throw them away ?

Would you not worry about the clothes being dirty ?

Would you ask your mother to clean your clothes for you ?

Would you take your dirty clothes to the cobbler ?

*14. Our Needs : Houses***Background and Objectives**

The third important need of man is shelter. He must have some place to save himself from the sun, cold and rain. Children should learn that whatever type of house man builds for himself, it cannot be constructed without help from others. A neat house is nice to look at and nice also to live in, even though it may be small and built of mud and straw. It also needs to be impressed upon them that they have to help their elders to keep the house clean and neat.

**What Children should Know**

Every person needs a house : even birds and beasts make houses for themselves. A house is needed to protect man and his family from heat cold, rain, storms, thieves and robbers.

Houses are of various kinds, built also of a variety of materials. They can be

made of bricks, stones and mortar, or of mud and straw ; they may be one-storeyed or multi-storeyed ; they may be big or small. To build houses, man generally uses the materials he finds in abundance near the place where the house is being built, but he often brings materials from outside as well.

A clean house is good to look at and healthy to live in. Windows and ventilators are built in a house so that they may admit the sun and the air, and keep it bright and healthy.

We must always keep our house clean and neat.

**Aids to Teaching**

Poster 17 : 'Houses'

**Teaching Hints**

Introduce the lesson with a poem like the following :

With four straws in its beak

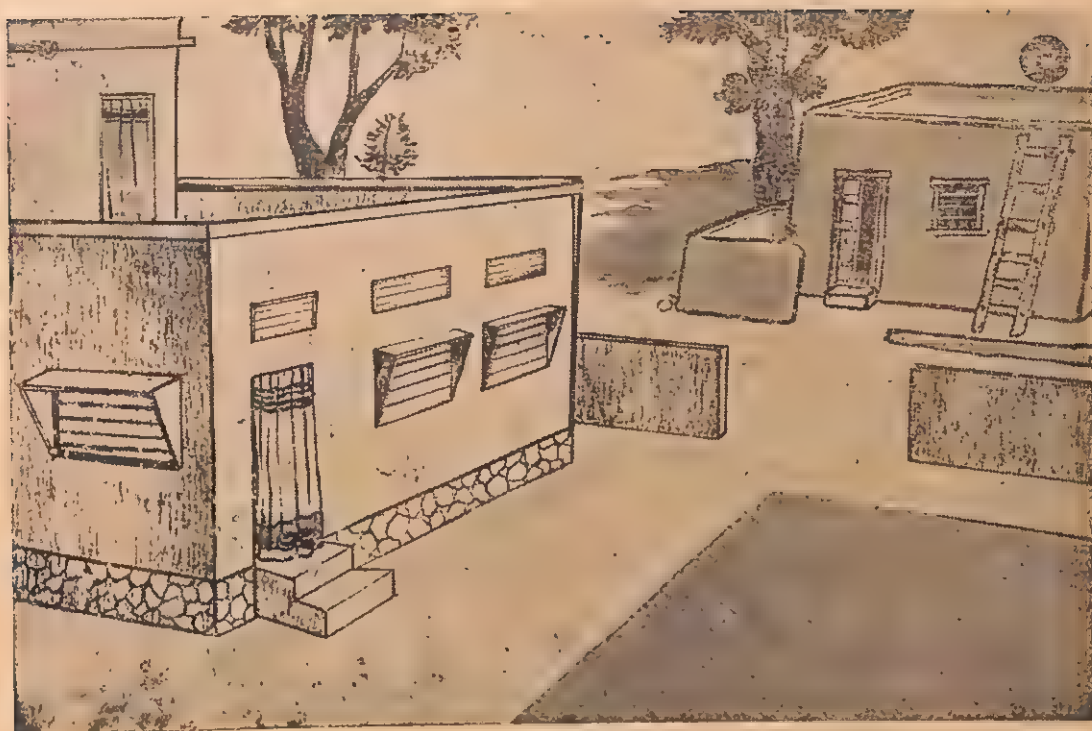


Fig. 17

The sparrow set to work  
To build itself a nest  
As fine as one would seek.  
Hopping, she perched herself  
In a niche all tucked away,  
Then haughtily she looked around  
As if she wished to say :  
'Was there ever smarter bird to be  
found !'

Rani cried : 'O little sparrow,  
What is all the noise about ?'  
Proudly spoke the little sparrow :  
'I'm about to build a nest  
That will keep my babies safe.  
I will do my very best  
To make them chirp and sing and  
rest.  
They'll feel neither hot nor cold,

Here they'll shelter from the rain ;  
We are far beyond the reach  
Of cat and crow, of fear and pain.  
'And when they reach the birds'  
estate,  
Their wings full-fledg'd, they'll fly  
away.  
And they will find, like me, a place  
In which to build their nest some  
day.  
There they'll chirp and play and sing  
Songs of blessed happiness.'  
Amar cried, 'O little sparrow,  
But you're clever, clever, clever !  
From my hands a token take  
Of our love and admiration.  
Food and water do we bring,  
Take them, and let's hear you sing !

Read the poem aloud twice or thrice before your pupils. Then speak each line and ask the class to repeat it after you. When the reading is over, you may ask the following questions :

What was the birdie doing in her room ?

Why was she building a nest for herself ?

What risk did her young ones otherwise run ?

What could happen to them if there was no nest ?

Why do we build houses ?

Let the class dwell at some length on the utility of building houses. Tell them that there was a time when man did not know how to build houses and lived in shelters provided by nature. Narrate the story of Master Cave Boy. (Unit D. Lesson 15). The manner in which the story should be told in order to make it appealing to children has been described in the preface to Unit D.

After you have told the class the story of Man as Cave-dweller, ask children to talk about their own houses. Let them say how many rooms their house has, the material it is built of, of what colour it is and such other items of simple information. If you have your own collection of pictures of houses show them to the class. You can point out and name the different parts of a house and other facts about it. Use Poster 17 as well.

Encourage children to make mud models of houses. This may be undertaken in groups. Some may cut doors, windows and ventilat-

ors out of a cardboard sheet, other process the mud and straw to give shape to the house. Or, it can be an activity for the class in which you, too, are a participant.

After the house has been built, let the class decorate it as well. The walls and doors etc. may be coloured ; flowers can be made of paper ; small items of furniture can be made of match-boxes and coloured paper. Discuss with them every thing they do. Little attention is paid to the need for ventilation in our villages : draw children's attention to this need.

They should know the full address of their houses. This should be well taught. Help them write their addresses on small paper labels.

#### **Additional Activities and Experiences**

To learn a poem on 'Our Home'.

To recount the story of Master Cave Boy.

To observe some houses and describe them in class.

To draw pictures of different kinds of houses.

To collect pictures of bird's nests for the Social Studies Corner.

#### **What Children have Learnt**

What is the difference between a mud hut and a brick house ?

Why does a house have windows and ventilators ?

How does a city house differ from a village house ?

What are the peculiarities of a mud hut and of a brick house ?



*Tales of Long Ago***Some Suggestions on Story-Telling**

Children of this age love stories ; they love to hear them, they love to tell them. It does not matter to them who the story is about—animals or fairies or gods or men. In the other units there were a number of stories chiefly of birds and beasts. In this unit different kinds of stories are given ; they all speak of long ago and there are some specially chosen legends which give glimpses of various facets of Indian culture.

Every story here has a child as the hero ; it describes his deeds, as well as the qualities of courage, patience, restraint, sacrifice and perseverance. All of them indirectly inspire the listeners to admire, if not perform similar deeds and develop similar qualities, but you must take care not to emphasize the 'moral' of the stories before the pupils or ask them to memorize it. Children must find interest in the stories, and once they realize that these are being told to teach them something, the stories will lose all colour for them.

It is possible that children may have heard some of these stories at home, for many of these have been traditionally told through the generations. So it would be good if you begin with a story which is known to all. Ask a pupil to narrate it to

the class. He may not be able to narrate the story in all its details and sequences, so you may have to supplement and correct his version wherever necessary. This will, however, provide good training for the class, as it will encourage every child to learn stories and to tell them.

Story-telling is an art. Stories can be told, without variety or humour or they can be told with colour and liveliness. They must be told in the second manner. Our purpose is not only to impart some information but to infuse some lofty feelings and sentiments through them. The following suggestions may be found useful :

**A. Telling a Story**

1. You need not follow the order of the stories given here. Nor need you tell them in a chronological sequence. You can select any story, or a similar one, tell it to the class whenever an opportunity presents itself. As for example, when talking about houses, you may tell the story of Master Cave Boy ; or if you have been speaking on good habits like obedience, you may like to recount the story of Aruni.

2. If you think that the story you are going to tell is known to the class, take help from those of your pupils who know it. Even if they cannot tell it properly, the



Fig. 19

hard to get food and lived in constant danger to his life from ferocious wild beasts, bigger and stronger than him. He was the hunter as well as the hunted. But even so early as that, he lived a corporate life and constantly strove to improve upon nature.

The story need not be told in one day. It would be better to break it up and tell it in three or four days.

Use : Poster 18 : 'The Cave Captured'.

Poster 19 : 'The Elephant Hunt'.

Hold discussions on the pictures and ask suitable questions.

Children may prepare clay models of a cave and of cave-dwellers and their tools and weapons.

Ask them to collect pictures of those times.

boys to school. These boys, called 'ashramas' or 'gurukulas'—were away from human habitation, situated in quiet surroundings, often in the forest. Each school was run by a guru, who received pupils who stayed with him for a number of years. He and his wife took care of the pupils, gave them food and acted as their parents as long as they lived there. The pupils revered their guru as a second father and his wife as a second mother. They received education at the feet of the guru and also helped him and his wife in domestic matters. An 'ashrama' was like a big family.

In an 'ashrama' like this, lived a number of pupils, who loved each other, revered the guru and his wife and enjoyed their stay there. One of them was called Aruni. He was quiet, studious, simple and obedient. Both the guru and his fellow-pupils loved him.

Near the school was a field where rice was grown. It belonged to the guru and the pupils looked after it. The crops grown there were used for feeding the pupils.

One night there were threatening clouds in the sky. The rice plants in the fields were very young and needed standing water. The guru called Aruni to his side and said, "Look, my boy, it looks as if it would rain very heavily. The embankments in the field must not give way and water must not run out. Go there at once and if you find the embankment broken at any place, put it in order".

gap in the embankment. He knew he must stop the gap at all costs, otherwise the water would run out. He did his best to do so, but in vain. The speed and pressure of the running water were too great for his efforts.

*Aruni* was in a fix. The rain had stopped now and though the field was full, he could see that very soon it would be drained of all water. But he found himself helpless. 'How can I go back', he thought, 'and tell the guru that I couldn't do what he had asked me to do? And then, if the rice plants do not grow, what will we have for food?'

He thought and thought, and decided that he wouldn't go back. The guru must be asleep and by the time he woke up, all the water would run out. So he lay down at the opening and stopped the gap with his body. But once he lay down, he couldn't get up without all the water escaping.

So he lay there and the night wore on. It was cold now and *Aruni* felt completely benumbed.

At last morning came, but *Aruni* had now lost his senses.

With the morning, life and activity started once again in the *ashrama*. The other boys didn't find *Aruni* around. They ran to the guru and said, '*Aruni* doesn't seem to have come back from the field last night'.

The guru felt extremely worried and went to the field as fast as he could. The boys ran ahead of him, calling *Aruni's*





Fig. 19

hard to get food and lived in constant danger to his life from ferocious wild beasts, bigger and stronger than him. He was the hunter as well as the hunted. But even so early as that, he lived a corporate life and constantly strove to improve upon nature.

The story need not be told in one day. It would be better to break it up and tell it in three or four days.

Use : Poster 18 : 'The Cave Captured'.

Poster 19 : 'The Elephant Hunt'.

Hold discussions on the pictures and ask suitable questions.

Children may prepare clay models of a cave and of cave-dwellers and their tools and weapons.

Ask them to collect pictures of those times.

16. *Aruni*

Here is another story of long ago, but not of so long ago as the other.

In those days man lived in a much better way than in the earliest times. He sent his boys to school. These schools-called-*'ashramas'* or *'gurukulas'*—were away from human habitation, situated in quiet surroundings, often in the forest. Each school was run by a guru, who received pupils who stayed with him for a number of years. He and his wife took care of the pupils, gave them food and acted as their parents as long as they lived there. The pupils revered their guru as a second father and his wife as a second mother. They received education at the feet of the guru and also helped him and his wife in domestic matters. An *'ashrama'* was like a big family.

In an *'ashrama'* like this, lived a number of pupils, who loved each other, revered the guru and his wife and enjoyed their stay there. One of them was called *Aruni*. He was quiet, studious, simple and obedient. Both the guru and his fellow-pupils loved him.

Near the school was a field where rice was grown. It belonged to the guru and the pupils looked after it. The crops grown there were used for feeding the pupils.

One night there were threatening clouds in the sky. The rice plants in the fields were very young and needed standing water. The guru called *Aruni* to his side and said, "Look, my boy, it looks as if it would rain very heavily. The embankments in the field must not give way and water must not run out. Go there at once and if you find the embankment broken at any place, put it in order".

*Aruni* bowed and said, 'As you please, sir' and went out.

The rain had now started in all its fury. When *Aruni* reached the field, he found it full of water, but it was running out of a gap in the embankment. He knew he must stop the gap at all costs, otherwise the water would run out. He did his best to do so, but in vain. The speed and pressure of the running water were too great for his efforts.

*Aruni* was in a fix. The rain had stopped now and though the field was full, he could see that very soon it would be drained of all water. But he found himself helpless. 'How can I go back', he thought, 'and tell the guru that I couldn't do what he had asked me to do? And then, if the rice plants do not grow, what will we have for food?'

He thought and thought, and decided that he wouldn't go back. The guru must be asleep and by the time he woke up, all the water would run out. So he lay down at the opening and stopped the gap with his body. But once he lay down, he couldn't get up without all the water escaping.

So he lay there and the night wore on. It was cold now and *Aruni* felt completely benumbed.

At last morning came, but *Aruni* had now lost his senses.

With the morning, life and activity started once again in the *ashrama*. The other boys didn't find *Aruni* around. They ran to the guru and said, '*Aruni* doesn't seem to have come back from the field last night'.

The guru felt extremely worried and went to the field as fast as he could. The boys ran ahead of him, calling *Aruni's*

name as they ran. *Aruni* answered feebly, but he couldn't be heard. The boys started looking for him and found him at last.

They couldn't recognize him! Covered with mud, weak, exhausted, he lay there shivering with cold.

The guru now reached the spot. He took *Aruni* up in his arms and carried him home. Some boys set to work to stop the opening and others helped the guru carry the dutiful boy. He was laid in a bed and given warm milk to drink.

The guru was all praise for *Aruni's* courage, fortitude and sense of duty.

### Teaching Hints

Children of this age want to be petted and made much of. They take any task assigned to them seriously. They want respect and admiration from their peers.

The story has material enough to foster all these ideas in the minds of the pupils. Attend to these points carefully when you tell the story.

Children may draw pictures of '*Aruni* in the rice-field'.

The following incidents may be dramatized :

The guru and *Aruni* talking at night.

The guru and the other boys in the morning.

Ask some boys to make-believe that they are *Aruni* and to describe what *Aruni* did in the field at night.

Ask the following questions :

Why was *Aruni* loved by all ?

What did he do that he was admired by his fellows ?

Let children make a field in the school compound, build a small embankment all round and fill it with water. The embankment may be broken at one place to let them see the water run out. They can then make a human figure of mud to represent the boy and stop the opening with it.

## 17. *Shri Krishna and Sudama*

This is the story of *Shri Krishna* when he was a boy. He was then in an 'ashrama', where there were other boys, too.

Among his fellows, there was one whose name was *Sudama*, the son of a poor Brahmana. One day, while the boys were all playing about, *Sudama* sat in a quiet corner, eating the food he had brought from his poor parents. *Shri Krishna* went up to him and said, 'What are you eating all by yourself, *Sudama* ?'

*Sudama* blushed, his voice fattered and he muttered, 'Some parched gram'.

'Let me have some, my friend. I, too, am hungry. Guru, you know, tells us to share our food with others. And tomorrow you'll share what I bring'.

'But', objected *Sudama*, 'you are a prince, son of a king! How can I give you a handful of parched gram ?'

*Krishna* waived his hand. 'The ashrama doesn't know who is rich and who is poor. Everybody is equal here'. And he did not wait to listen to what *Sudama* would say, but thrust his hand into the packet of gram and drew out a handful. Overcome with



gratitude, Sudama became from that day Krishna's most devoted and ardent admirer. Krishna, too, grew very fond of Sudama for his simple nature, and the two were soon firm friends. They sat together and played together. When the day was up, they would also go home together.

Days passed. Eventually, Krishna became king of Dwaraka, while Sudama was as ever poor as a mouse. He lived in the same ram-shackled hut in Mathura. He had married now, but very often they did not have enough to eat. But Sudama took it easy and laughed away his privations, while his wife could not tolerate them. She shouted at her husband and also pleaded with him, reminding him that if ever he went to Krishna, his friend would certainly put him above want. But Sudama, happy with what he had, would not agree to go.

At last, however, goaded by his wife night and day, the poor man consented to make the journey to Dwaraka. He did not have much to pack up, but what troubled him most was the present he would carry to his friend. Both he and his wife thought, and thought, and in the end the wife went to a neighbour, borrowed some parched gram (which, Sudama remembered, Krishna had once eaten with so much relish), tied it up in a bundle and gave it to Sudama to carry to his friend.

There was no transport then and Sudama had to trudge the whole way. He walked and walked, with his food under his arm and the precious present on his head. The journey took him months to accomplish and when at last he reached Dwaraka, he was weak and exhausted, dirty and dusty, with shattered body and tattered clothes.

Dwaraka was a splendid city and the splendour all around caught Sudama in two minds. 'After all, what claims have I on

the great Shri Krishna? We were just students together so many years ago. What if he has forgotten me and does not know me?' But, he reflected at the same time, it would be silly to go back after so much effort, without fulfilling his mission. 'How can I forget', he mused, the earnestness and sincerity I saw in his eyes then? That early promise must have been fulfilled now and Krishna cannot but have grown up into a loving and generous person. I must not lose confidence in my friend's goodness'.

Having thus deliberated long, Sudama went up to the palace gate. The gateman saw a poor, dirty man with soiled face and clothes and asked with contempt, 'What do you want here? Get on your way'.

Sudama softly said, 'My name is Sudama I am from Mathura. I came to see my friend, Krishna'.

The gateman laughed aloud and said to his companion, 'Look at that mad man, He thinks His Majesty is his friend and wants to meet him! Just see!' He then turned to Sudama and said, My good man, are you in your senses? Or, do you badly want to go to prison?'

But Sudama persisted. He said over and over again that he wanted to go up to his friend and begged this favour of the man at the gate.

The gateman relented at last at the piteous pleading of the poor man and asked his companion to carry the message.

Shri Krishna was at that time at his meals. He had before him a gold dish with all kinds of food and sweets. A number of cooks and attendants stood there waiting for orders. Queen 'Rukmini' sat by his side, fan in hand. The gateman entered and spoke low to an attendant, who walked up and whispered something into the Queen's ear.

Rukmini did not know who Sudama was and so she said aloud, 'Let him wait a little'.

Shri Krishna looked up at these words and asked, 'what's it? The attendant bowed low. 'Your Majesty' he said 'a poor man with soiled and torn clothes stands at the gate and doesn't leave on being asked—He says his name is Sudama and begs hard to be admitted to your presence, Sir'.

'Sudama' uttered Shri Krishna with surprise and stood up at once. The food was left uneaten. He ran to the gate and took the poor Sudama in his arms. Everybody was aghast at the sight. The gateman almost died with shame that he had laughed at the poor man. The scene was an unbelievable one—a great king embracing a poor, dirty man on the public road!

With great respect and affection, Shri Krishna then took Sudama into the palace, seated him comfortably and washed his feet himself. 'Wasn't Sudama his beloved friend, and now an honoured guest? The Brahmana was then taken to his bath and given clean clothes to wear, but he didn't let go the small bundle of parched gram he had brought with him.

When he was led into Shri Krishna's room once again, he was affably greeted with questions. Where was he now? How was he? and his wife? What had she sent him as a present?

Sudama again blushed today as he had on the first day of their friendship. He presented without a word the dirty bundle of gram, now months old. But Shri Krishna as of old, dipped his hand into it and brought out a handful. 'Aha the old parched gram! Do you remember how I shared your gram with you?'

Sudama was silent, his eyes full of tears.

He spent some days with his friend as

his respected guest. In the meantime, Krishna sent his word to Sudama's wife that her husband was safe and well, and instructed his men to build him a new house in place of the old.

We then arranged to send Sudama home in a chariot and gave him many rich presents. And what a leave-taking it was! Both embraced each other and went tears of affection on each other's shoulders.

When Sudama reached home on a chariot and with a few escorts, he did not find his old house where it was. He was wondering what had happened to his wife in the meantime when he found her standing smiling, at the door of a nice, new home.

'Welcome home', she said.

### Teaching Hints

The primary lesson that the story teaches is one of equality. This is reflected in Krishna's treatment of Sudama—a king meeting a man in the street. The second lesson is that of hospitality. A guest is a guest and should be honoured. The third lesson is that of true friendship. A friend in need is a friend indeed!

Pay attention to these points when you are recapitulating the story through questions. Be careful at the same time not to reduce the beautiful story into a dry lecture.

Dramatize the following incidents:

Krishna and Sudama in the ashrama

Sudama and the gateman

Krishna's meeting with Sudama at the palace gate.

Sudama on return home, finding his old house gone.

Let children describe what must have passed in his mind then.

This story is a well-known one in Indian mythology. Many Indian languages have poems on it. You

may collect a few such poems and recite them to the class. You need not worry about these being intelligible

to them. They will enjoy the rhyme and the rhythm.

### 18. *Shravana Kumara*

When Mahatma Gandhi was as big as you are now, he read a book which he liked very much and which he never forgot. It was a fine story of a boy named Shravana Kumara.

Long, long ago, a boy named Shravana Kumara lived in a village with his parents. But the parents were both old and blind, and young Shravana was their only support. He would take them every morning to the river for a bath, then wash their clothes, feed them, lay them on the bed—all with his own hands. He served his parents in whatever way he could.

Days passed in this way. One day the old people thought that they should go on a pilgrimage in their old age. But how could they go? They were both old and blind.

They then called their son to their side and said, 'Dear Shravana, we are now old and infirm and will have soon to leave the world. How good would it be if we could go on a pilgrimage before death took us away!'

Shravana was always prepared for any orders from his parents. Don't worry, 'he said. 'Your wish is a command for me. I'll take you both on a pilgrimage'.

'But how?' asked his parents.

'I'll make a carrier and carry both of you on my shoulders'.

'But that will hurt you!'

'Don't think of it. It's always my pleasure to serve you'.

'God bless you, dear boy. How good you are!'

Shravana then made a carrier—a long bamboo stick with two baskets at both ends tied to it in a piece of cloth. He put his father in one basket and his mother in another, and started on his way.

You know that in those old days, there were no roads, no paths, no motor cars or buses, no trains. People travelled only on foot. Sometimes they had to pass through forests in which fierce wild animals lurked and waited for the prey. But undaunted by these dangers, Shravana carried his parents from one holy place to another.

He would carry them all day and when evening came, he would stop at a safe, quiet place, cook food for his parents, make them comfortable for the night and start again in the morning. He would also gather fruits and berries on the way and these they all ate.

At length, they reached the Sarayu river near Ayodhya. (They now call this river Ghaghara). It was evening time and laying the carrier down, Shravana went to the river to fetch water.

It was at that time then that King Dasharatha of Ayodhya was there on a hunt. He was one of the best marksmen of his time and could hit an animal with an





Fig. 20

arrow from the mere sound it made, even though the animal was out of his vision. (The ancient people called such an arrow 'shabdabhedhi'). He, too, was at the riverside in search of deer that came there in the evening to drink water.

Shravana knew that the water near the bank was not always clean and wanted to get the water midstream. So he waded a few paces from the bank and dipped his vessel into the water. The vessel was filling with a bubbling sound and suddenly came, like a bolt from the blue, an arrow that struck him in the chest. He uttered a cry and fell down.

Dasharatha was at once there and found that the cry had come from a fine young boy now lying in the water with the arrow

in his chest. He took him up in his arms and cried, 'Alas, what have I done !'

Shravana was panting now and uttered in pain, 'Who are you ? Why did you shoot me when I had done no mischief' ?

Dasharatha was sad and said, 'No, my boy, it's all my fault. I feel like dying with shame and sorrow. I mistook the sound of the filling vessels for that of a deer drinking water and shot the arrow without thinking of the terrible consequences. What a fool I was to have shot without seeing what I was shooting at !'

Shravana said, panting hard, "well, what has happened cannot be mended now. I am sure you didn't kill me knowingly. But I have my old parents nearby. They're

dying of thirst. Give them the water and take care of them'.

These were his last words.

It was dark now. With a heavy heart, Dasharatha put the dead boy down and started looking for the old couple. They heard from a distance and called out, 'Why're you so late, Shravana? What detained you so long?'

Dasharatha came up silently and gave them the water, but the father wouldn't drink. 'Why don't you speak, Shravana?' he asked.

Dasharatha was silent still, but the father was now badly perturbed. 'Aren't you Shravana? Who are you then?'

Then Dashratha wept and weeping, he narrated the terrible thing he had done. The parents rent the air with their cries as they heard that Shravana was no more. Dasharatha made a thousand apologies, fell at the feet first of the father and then of the mother and promised to look after the old couple till death, but the parents knew no consolation. Indeed, so great was the shock that they died there weeping.

The story had a great effect on Gandhiji

and early in his life he decided that he would love his parents as much and serve them as faithfully and well.

### Teaching Hints

Ask a child who already knows the story to tell it to the class.

Let some pupils tell the story in parts one following the other.

Show Poster 20 and ask your pupils to make a carrier like the one in the picture.

Dramatize the conversation between Shravana and his parents before they left home.

Imagine yourself to be Dasharatha, and tell in the first person what you unknowingly did.

The following two stories are connected with the main story. Tell them also to the class.

Gandhiji witnessing the performance.

Dasharatha's death and Rama's exile.

Bring out the following points through questions :

Shravana's devotion to his parents.

Dasharatha's accidental crime, and repentance.

## 19. Arjuna's Markmanship

You may have heard in the past age in which Shri Krishna lived, there was a great war in India, known as the Mahabharata War. A great warrior-hero in that war was Arjuna, another friend of Krishna's. Krishna loved him as a brother and helped him in every way.

Arjuna, we have told you, was a great

hero and had no equal in archery and marksmanship. There were no guns or rifles in that age, and so young princes were then taught not only to read but archery and the art of fighting with different weapons as well.

When he was a boy, Arjuna attended an ashrama with his brothers to study under

Guru Dronacharya. Here they were taught to read and write as well as to handle bows and arrows, spears, and maces. The guru was himself a renowned warrior and expert teacher.

Arjuna had four other brothers, two elder and two younger. Their names in order were: Yudhisthira, Bhim, Nakula and Sahadeva. They had also a hundred cousins, all brothers, the eldest of whom was Duryodhana. All these young princes vied with one another to shoot arrows, fight with maces and hurl javelins. They were a lovely group.

One day Dronacharya thought of giving his pupils a test. He got a bird made of cloth and painted the body blue and the eyes white. It was then hung on the branch of a tree in an open field. The guru then called his pupils to him and said, 'My boys, I have thought of giving you a test today. Get ready, all of you.'

'We're always ready, Sir, shouted the pupils.

Drona then took them to the field, showed the bird from a distance and said, 'Look now. You have to pierce the left eye of the bird with an arrow. He who does it passes the test'.

First of all, he called Yudhisthira, the eldest of all, to try.

Yudhisthira took out an arrow from the quiver, put it to his bow and prepared to shoot the arrow. 'Wait, don't shoot yet', cried the guru. 'Tell me first what you can see at a glance'.

Yudhisthira said, 'Sir, I see the tree, the branch, the bird and also you'.

'Do you see the other princes standing behind me'?

'Yes, I see them. Arjuna is to your left and Sahadeva to your right'.

'That'll do. Go back to your place', ordered Drona.

He then called Duryodhana, who was proud and arrogant and had great confidence in himself. When he had taken aim, Drona asked him the same question. 'What do you see in addition to the bird'?

Arrogant as he was, Duryodhana replied proudly, 'Well, Sir, you know I have a pair of keen eyes. I can see much farther than the bird and the tree. I see you, I see ———'.

Drona cut him short and curtly ordered him to fall back.

In this way, the guru tried all his pupils. He called them one by one, asked them to take aim and sent them back when their answers failed to satisfy him.

At long last, came the turn of Arjuna.

Arjuna did what others had done before him. He bowed to the guru, stood at the proper place, then took an arrow out of the quiver, fixed it to the bow, closed one eye and was all attention in taking him. Then he knelt on one knee, drew the bowstring as far back as his ear and awaited the guru's command before he released the arrow.

Drona asked him the same question. 'Arjuna, do you see me standing here'?

'No, Sir, replied Arjuna.

'And your eye follows, the other princes'?

'Not them'.

'The tree must be visible to you, then!'

'No, Sir, I don't see it now'.

'What do you see then? Certainly the bird on the tree'?

Arjuna did not stir and with one eye closed and the other fixed on the target, he said, 'Not even that, Sir. I see only its head and the left eye'.

'Right then', Drona shouted, very pleased. 'Let go'.

No sooner were the words uttered than



the bird was on the ground. The other princes ran to the tree and took up the bird to see. The arrow was in its left eye.

The guru took Arjuna in his arms and wept for joy. The other princes crowded round them. They knew now what attention really meant and what concentration was really like.

### Teaching Hints

The story is rich in possibilities of dialogues and dramatization. The whole story may easily be dramatized.

Ask the class to collect pictures of bows, arrows, maces and javelins and to prepare models of bows, arrows and the bird.

Encourage them to try to shoot an arrow at a bull's eye.

To test their understanding, ask these questions :

Why didn't Drona allow Yudhisthira and Duryodhana to shoot at the target ?  
Why did they see so many things other than the bird ?

Why did Drona allow Arjuna to shoot ?

## 20. When Karna was a Boy

We'll now tell you of another brave hero of Arjuna's age. His name was Karna and he was almost as clever as Arjuna with the bow and the arrow and other weapons. Here is a story from his childhood also.

When Karna was a boy, Parashurama was famous as a warrior and scholar and as widely known as Drona. But he had few pupils, for he was very difficult to please. The boy had, however, made up his mind that he would please Parashurama and make him his guru.

Accordingly, Karna reached Parashurama's ashrama one morning when he was in his prayers. His eyes were shut and he didn't see Karna waiting. But when after the prayers he opened his eye, he looked into the pleading eyes of the waiting boy. 'Who are you?', he shouted rudely. 'What do you want ?'

Karna looked humbly at him and even more pleadingly, and said nothing. Parashurama relented a bit, for he could

see the pleading eyes of the boy and asked the same questions again, but in a kindlier voice.

'I've come from a long distance'. Karna meekly said. 'My name is Karna and my earnest desire is to sit at your feet'.

Parashurama somehow liked the simple boy and agreed to teach him. From that day Karna resided in the ashrama and served the guru as best as he could. He was an apt learner and the guru was pleased to teach him the skills and the secrets. Karna learned fast.

In a short time, Karna's studies were completed. Pleased at his fast progress, the guru taught him a great secret, that of the 'fire arrow'. It disgorged fire when it was discharged.

About this time one day, Parashurama came back from a long distance when he had gone on business. He was tired and asked Karna to massage his head. Soon

he felt drowsy and fell asleep with his head in Karna's lap.

This pleased Karna very much for this was proof of the guru's love for him. But just then, a greater trial awaited him. A scorpion came crawling up Karna's thigh. The poor boy couldn't move for that would awake the guru. And then, to add to his misfortune, it stung him also. Blood started running, but the boy wouldn't move.

In a short while, Parashurama was awake. He looked back to say a few kind words to Karna and saw the blood and the boy growing pale. 'What's all this' ? he said.

'Nothing, Sir', replied Karna.

'But why so much blood ? It must have been running for quite some time !'

'You were asleep, Sir, and then a scorpion stung me here'.

'Why didn't you wake me up, or scare the scorpion away, you fool' ? The guru hurled a number of angry questions at him.

'I couldn't wake you up, Sir. You were tired and asleep. And a little loss of blood doesn't mean much, after all'.

Parashurama was touched with Karna's answer and said, 'God be with you, my boy. You will grow up to be a great warrior and people will ever remember you. You'll be known for your courage, gallantry and perseverance'.

It was as the guru had said. Arjuna considered Karna to be a warrior of his mettle. He became the king of Anga and acquired fame also for his charitable nature.

### Teaching Hints :

Dramatize the dialogue between Karna and Parashurama (i) before he became his pupil and (ii) after he was stung by the scorpion.

Relate a story or two of Karna's charity. Ask the children to recapitulate the story.

Device some activities similar to those suggested for the last lesson.

PART FOUR

*Syllabus for Class II*





## *Some General Suggestions*

Your pupils have now come to the next class. In class I the world they knew of was small and limited to the home and the school. They are now older by a year; their world is also expanding. With their experience of the home and the school as the base, they can now proceed to explore the neighbourhood.

It is necessary always to remember that children learn best through direct and tangible experiences of things around them. Their ability to think and to imagine is not fully developed yet. They can pass to the unknown chiefly through the known. Their curiosity and inquisitiveness are on the increase and whatever they see attracts their attention. They are drawn to street and lane, shop and market, river and rivulet, well and tank, tree and flower, bird and animal—in short, to everything outside the home and the school. Things in motion, *i.e.* the means of transportation that they see, are objects of very great interest. They also watch with interest the carpenter, the smith, the tailor and the mason at work. All these have been included in the syllabus for class II so that pupils can gain a fairly good knowledge of these and their world may expand to include the neighbourhood in addition to

the home and the school.

Children will now systematically study and observe the objects, and the persons, in the neighbourhood. It would not be far from correct to say that in class II a start is made to establish a connexion between the child and the society in which he lives and of which he is going to be a competent citizen. It is again for this reason that we have to be careful. We must guard against the danger of the first glimpse of society being distasteful, if not repelling, to the child. We must see that the image of the home and the school that has been carefully built up is not disfigured. The neighbourhood should appear to him as an extension of the home.

Formal reading, writing and handwork should be introduced in this class. Teaching in the Social Studies class should also contribute to this formal learning. Dramatization, drawing, model-making and such other activities should continue as before. Dialogues—imaginary or based on stories told or on things experienced—should form an important method of recapitulation and evaluation. And as in the other class, the lessons to be imbibed should be indirectly presented, and there should be a greater emphasis on the formation of good habits.

## UNIT A

### *The Neighbourhood*

#### **Objectives**

The purpose of the Unit is to acquaint children with their village or city and the neighbourhood. People in cities and in villages are engaged in different kinds of work, but life in villages supplements life in cities even though the two are different. City and village are dependent on each other.

#### **Understandings to be Developed**

The surface of the earth is not uniform or smooth, it is high at one place and low at another.

The fields, the pasture lands, the foot of the hills and all other kinds of land found on the earth are used for different purposes—in growing crops, for grazing animals, in raising vegetables.

The same festivals are observed in cities and in villages.

The city and the village depend upon each other for good life.

#### **Skills and Abilities to be Acquired**

To observe carefully the surface of the earth in the neighbourhood.

To recognize on the map the symbols used for mountains, rivers, rivulets, canals, roads, railways, etc.

To respect the festivals observed by other people.

To have respect for every occupation whether professional, skilled or unskilled.

To treat others as equals, whether they are from city or village.

### *1. In the Neighbourhood of the School*

#### **Background and Objectives**

In class I, children came to know the school and the home well and also saw the objects in the school and the locality. The objective of the first lesson in class II is to take the pupils on a round of the environs

of the school. They will now begin to observe and study the trees, birds, animals and also the people in the neighbourhood. They will learn more about distance and directions, and acquire the ability of reading a simple map of the locality. These will in



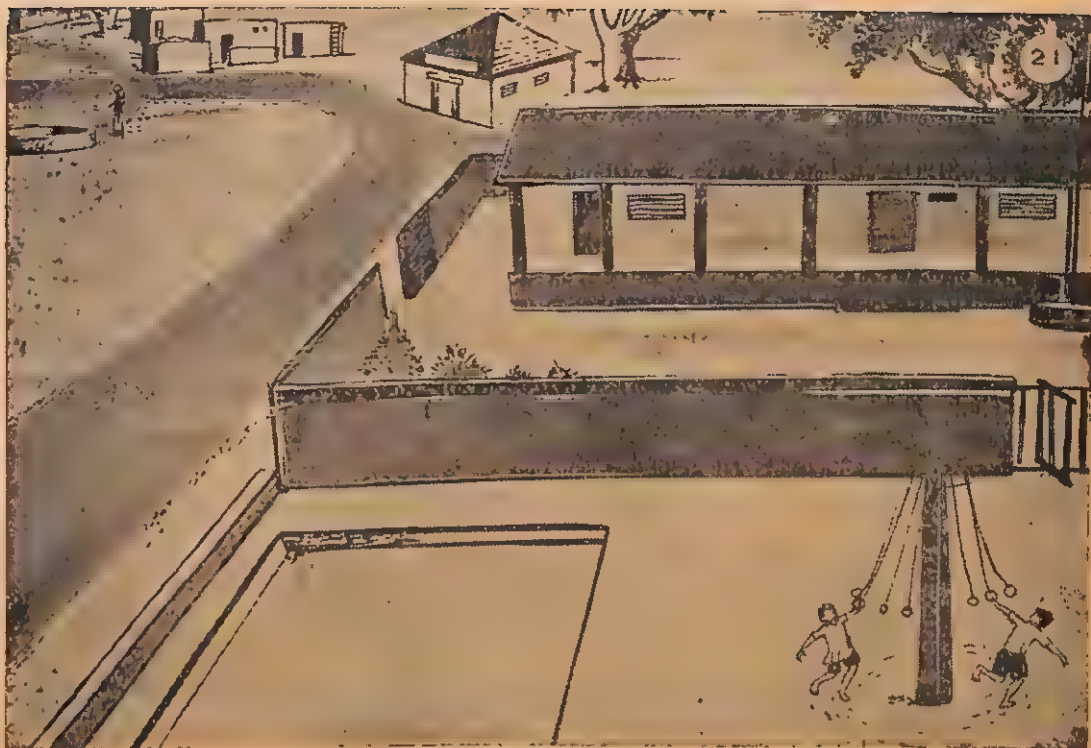


Fig. 21

future prove to be of value in the study of Geography.

#### **What Children should Know ?**

There are all kinds of roads in the locality — wide and narrow, metalled and unmetalled. On their way to school, children come across lanes, roads, and market. The village roads are usually unmetalled, but most roads in the city are metalled.

There are plants, bushes, trees and grassy lands in the locality. All of these are of a large variety. There are a large variety of birds and most of them make nests in the trees and lay eggs in them. There is shade under the trees in the day and we can rest under the trees when the sun is hot and strong.

Every village has cows, buffaloes, goats, ponies, camels, oxen and other domesticated animals. These are useful to man in many ways. Cows, buffaloes and goats give us milk. Some animals draw the plough and also water from the well. Some carry men and goods from place to place.

#### **Aids to Teaching**

Poster 21 : 'The School and the Environs.'

#### **Teaching Hints**

Taking children on an excursion in the neighbourhood is the best method that can be recommended for this lesson. But, as has been pointed out earlier, the prepara-

tions for such a trip should be thorough and complete.

Start the lesson by asking your pupils to propose the name of the place they would like to go to. Go on preparing a list of these names on the blackboard and encourage children to point out the advantages or disadvantages of each. Eliminate the names of unsuitable places. Your guidance throughout this discussion should be such that children make no wrong choice and are skilfully led to see that the place of your choice is the best in all respects. The place selected must not be very far from the school; the children should not be made to walk more than a kilometre either way.

You should have visited the place beforehand. Even though you know it well, pay another visit after you have decided to take your pupils there. You should now see things from a different angle: is there a suitable spot for the children to sit and rest? Is drinking water available? Can they play games? and so on.

After the place to be visited has been selected, let pupils suggest the things they should observe on the way. Let them also suggest the things that would be needed for the excursion. Put up a list of these on the blackboard and then discuss with them which of these they should get from home. They should also decide at what time they should assemble in the school. The starting time should depend upon the total time to be spent on the trip and the time of return to the school. You may ask the class now to make a list of the following things if they fall on the way:

rivers, rivulets, canals, etc.  
roads, bridges, road-signs, mileposts, etc.  
trees, flowers and fruits

birds and animals  
different varieties of vehicles.

Then divide the class into groups. Get each group to elect a leader and to assign specific duties to each member. Also discuss in class if they may like to have some entertainment and if so, who should take part in them. Elect a programme-master for this activity. See that in a show every pupil has something to do, whatever it be—reading or writing or acting or reciting. You may ask some pupils to sing songs or recite poems, singly or in chorus. Here is a poem:

Forward, onward, let us march  
Never stop, I say!  
That is how to push the world  
Quicker on its way.

Onward march, forward march,  
Never, never stop.  
Sometimes form a single line,  
Sometimes branch out into nine,  
But onward move,  
For life and loves  
Never, never, never stop.

We will march together all  
Together we will stand or fall,  
And we'll fearless onward go  
Till we reach our journey's end.

Onward, onward let us march,  
From our hearts we banish fear,  
Never, never, never stop.  
Onward march until we drop.  
In a single company—  
That's the way to Victory.

After the excursion is over and when the class meets the next day, recapitulate with children what they have seen. Ask such question as these: 'By which route did we go? Where did we take the first turn? What principal places lay on the way? What were the roads like? What fruits and flowers

did you see on the way? What birds and animals did you see? What were they doing? What help were they rendering to man?'

While children describe the journey, you can draw on the blackboard a plan of the road you followed, showing the turns you had to take and the names of the important spots on the way. Then, prepare a rough sketch map as well. When pupils read it, they take the first step to map-reading and are brought face to face for the first time with the conventional symbols used in the map.

### **Additional Activities and Experiences**

To collect typical leaves from bushes, thickets, and trees, and to store them in the Social Studies Corner.

To label the articles collected.

To collect pictures of common birds and animals.

To make a list of birds and animals found in the neighbourhood and write what each bird or animal eats.

To make a list of seasonal flowers and fruits found in the neighbourhood and to add to the list as required.

### **What Children have Learnt**

What is the difference between :

bush and tree ?

river and canal ?

bird and animal ?

metalled and unmetalled road ?

Prepare lists of following names :

five fruits found in the neighbourhood

five flowers

five trees

five birds

five animals that help man in some way or the other.

From a map point out the symbols that stand for :

a road

a bridge

a river

a canal

a tank

a railway line

**Note :** You have to take note of the plan that you prepare for the excursion. The plan will be substantially different if your school is situated in a busy part of the city. Wherever you may take the pupils, they will naturally see different kinds of things ; their activities and the follow-up of the lesson will also be different. But the purpose of the trip will always be the same : to acquaint the pupils with the neighbourhood in which the school is situated. You are in this class taking your pupil out of the limits of the home and the school and helping them to see an expanding world.

Whether you are in a city or in a village will not matter very much when you think of taking the class on an excursion. The plan has to be carefully drawn up and preparations made. It cannot be emphasized too much that an unplanned excursion cannot lead to any learning ; it can at best entertain. Before you start, ask yourself some questions like these : 'What should my part be? What should children do? Who should be the reporter? Who should they meet? What questions should be asked? What follow up activities should I have on our return? How should the excursion be used in class teaching?'

These questions and their answers should be clear in your mind before you arrange an excursion. Don't keep the children in the dark, either. Tell them only that much as will help keep up their



interest. But they should clearly know what the purpose of the journey is and what part each will have to play.

You should have visited the place before you take the children to it. Your knowledge and information should be completed

enough to be able to answer all kinds of questions the children may ask. If you want your pupils to meet or interview a dignitary, see him first and prepare him for the visit. In short, your preparation should be complete in every detail.

## 2. *Village and City (I)*

### **Background and Objectives**

Children know many things about life in the village or the city, where they live. This knowledge has to be systematized and enriched. Children should in the end be left with the lesson that though life in a city differs from life in a village, one supplements the other. They are interdependent and there can be no question of the one being superior to the other.

This lesson also marks the beginning of the skill in reading a map and recognizing the symbols used in it.

### **What Children Should Know**

Several families live in a village. It has, usually, both mud huts and brick houses. Most people in a village are engaged in agriculture—raising crops and vegetables. They get the water they need from wells, tanks, springs, rivers and canals. Village roads are generally unmetalled. Some villages have a school, a temple, a mosque, a gurudwara and some public buildings, of this type. A large village may have a post office and a dispensary. The village market meets on particular days and fairs are also occasionally held.

On the other hand, a city has big buildings, made of brick and mortar and

comprising of several storeys. The roads are wide and metalled. It has schools, temples, mosques and many public buildings, as well as hospitals and dispensaries, post and telegraph offices, bus and railway stations, cinema houses and meeting halls. The shops and markets are filled with all kinds of articles. A city also has modern amenities like a water works and an electric powerhouse. People here generally work in offices or factories or commercial establishments.

Food grains, vegetables, fruit, milk, fodder and many other things come to the city from villages. Cloth, tea, sugar, books, newspapers, utensils and such articles of daily use go to villages from cities. Often it so happens that some members of a big family live in cities and some in villages.

In this way city and village are interdependent. Neither can live without the other.

### **Aids to Teachings**

Poster 22. 'The Village and its Environs'

### **Teaching Hints**

Children should know city and village well, no matter where they live. Village



Fig. 22

children should be told about the village first and then the city, and *vice versa*.

Elicit from the children what they know about city and village. Draw their attention to things like houses, roads, markets, places of worship, water-supply, street-lighting, people's occupations, etc.—so as to bring out the chief difference between city and village.

At this stage, you may suggest an activity which your pupils can undertake and complete without your help. Divide the class into small groups and charge each of them with the responsibility of collecting information on a particular point. They should be on their own once you have explained in detail how they have to proceed. If they like they may also draw up

a plan of action under your guidance : where they should go, whom they should meet, what questions they should ask and such other things. The children can then go out and collect what is required.

To know a town or a village well we should know the historical legends that are told about it and the traditions that have been passed down from generation to generation. If there are any ruins in the form of an old fort or palace or temple or even tank, children should be told all about them—how and when they were built, who built them and for what purpose. Children should be taught to be curious to find out about these things, so that when they come across some historical

remains they may like to investigate these places themselves.

Once they know all that they should know about the place of their residence, they should be introduced to their village or city. This introduction can be made through a visit (which will not be easy to arrange), or through some pictures which can excite interest. Another way is to ask some children to describe the village or city they had lately visited. Put questions to get the proper things out. What struck them most when they saw the village (or city) for the first time? Did they know all about the things they saw? Whom did they ask? Which thing did they like most there? and so on.

You can then narrate a story on 'when I saw the village first' or 'when Madan went to the city for the first time', or 'when my friend lost his way in Bombay'. The very titles of the stories should grip their interest and their growing interest as the story proceeds will tell you that you are a successful story-teller. The chief purpose of the story, however, is not to amuse or entertain them but to bring out the differences between city life and village life. Among other things, be sure to refer to the means of entertainment and recreation at the two places.

You may then have a discussion on the occupations of the people in city and village, the shops and the markets, transport and the public buildings in the city and the lands, fields and crops in the village.

Children should learn first to respect the place where they live and then the other place. You may teach respect for their home through a song which all will sing together. Such poems are often com-

piled in language readers and as a sample, one is given below :

Within our simple village home  
We love to work and rest,  
It is the place where we are known  
To feel our happiest.

The golden fields of wheat spread out,  
The garden green and small,  
The river wanders round about  
The slender trees and tall.

The temple at the centre stands,  
A symbol of our wish to pray ;  
And there is lovely *masjid*, too,  
That people visit every day.

The shops are few but nicely stocked,  
Ask and you will get the things you want;  
And we have a school-house with strong  
walls,

It is our favourite haunt.

Within this village home we live,  
We will live our lives, contented free,  
For sand does easily turn to gold  
Within our common property.

You will find Poster 22 useful at this stage. Show children this picture of an imaginary village and ask them to indicate the special places and objects, e.g. temple and tree. They may then be asked to locate the panchayat hall, post office, school, well, road, tank and river. You can also draw a sketch map of the village and ask them to identify all these places and objects in it. If you can obtain the map of the village that the official record-keeper keeps with him, it can give the pupils an excellent beginning lesson on map-reading.

Children may also draw their own maps from a model sketch you have drawn on the blackboard. Their maps need not be accurate in the matter of scale.



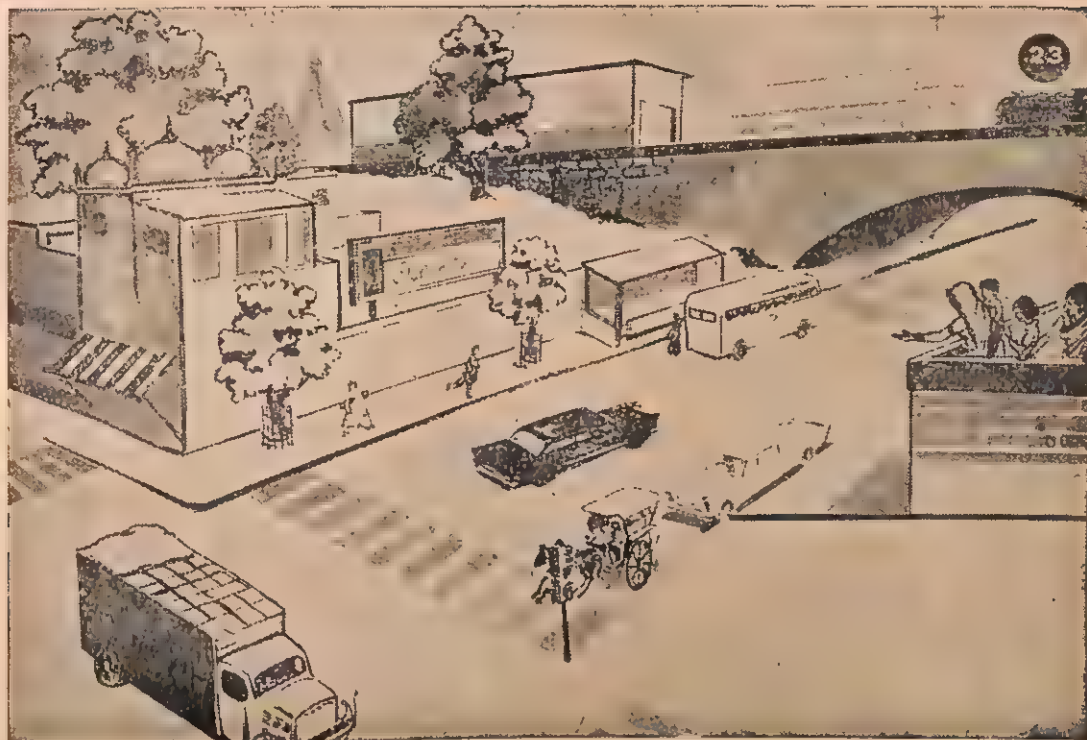


Fig. 23

**Additional Activities and Experiences**

To learn, and tell the class, stories and legends connected with the ancient places in the neighbourhood.

To prepare a big sketch map of the neighbourhood. Teacher to help.

**What Children have Learnt**

What is the difference between city and village ?

In what respects are the two similar ?

How are people in your city/village chiefly occupied ?

Why is your village/city so called ?

List the articles which come to the village from the city, and to the city from the villages.

Show on the sketch map the main roads, the market, the school and the temple.

What will happen if there is no commerce between village and city ? (Class to discuss under teacher's guidance).

### 3. Village and City (II)

#### Background and Objectives

In the last lesson children were given an idea of the peculiar features of life in both village and city. The present lesson will help them take a look at the surface of the land. They should know that the surface of the earth is not uniform. It is elevated at some places, and flat at others. The look of the land differs from place to place. These features have different names : plain, table-land, mountain, hill, etc. We use all these places in different ways and try to derive the maximum benefit out of them.

Children will soon be introduced to physical maps, from which they will be able to glean all the needed information about land surface.

#### What Children should Know

A *plain* is a fairly wide stretch of level land. When the plain is elevated and is higher than the land near about, we call it a *table land* (or a plateau). A *hill* is a high mound of earth and when a hill rises very high, it is called a mountain.

Small *rivulets* join to form a *river*. Sometimes people dig deep and wide to make a huge hollow to hold rain water, this is called a *tank*. When a very large number of trees are clustered together, we call it a *forest*, which gives shelter to a large variety of birds and beasts.

More detailed information on directions also forms part of the lesson.

#### Aids to Teaching

Poster 23 : 'The City and its Environs'.

#### Teaching Hints

The lesson should create in children

an understanding interest in the surface of the land. Children living in cities or in a vast plain will find it difficult to visualize a hill or a mountain. In such cases you will be well advised to take your pupils, wherever possible, to show even small mounds, which may convey to them a faint idea of what a hill is like. Show them pictures wherever you can and encourage them to talk about what they see.

Suggest holding an exhibition in class. The children will no doubt fall in with the idea. The exhibition should consist only of pupil-made exhibits. Help them first give a name to the exhibition. Then, by means of models they can show plain, rivulet, river, canal, tank, road and bridge. They can use grass, sand, plants and earth. You should be ready at hand to give any help that may be necessary.

Models may also be made of hillocks and table-lands. Model-making gives firm and permanent knowledge to children of the process. The models may not be perfectly accurate, but they should show the distinction between a mound and a hillock. Explain things in detail and after the models are made, use them in your teaching.

Exhibit pictures and talk on them. Describe the things that are shown on the map. Let children study and observe the symbols used. Tell them the conventional representation of directions in a map. Hang the sketch map of the village (or city) on the wall and ask a child to face it with his back to the class. Explain then that North lies towards the head of the child. South towards his feet, West

towards left hand and East towards the right. Enough practice should now be given on indicating Directions with the help of the map.

#### **Additional Activities and Experiences**

To collect pictures of different types of Land-forms and hang them on the walls of the Social Studies Corner.

To ask the children who have seen them to describe hills, plains and woods.

To make models of different Land-forms.

To recognise on the map different symbols and to practise Directions.

To relate stories of cow-herds, shepherds and wood-gatherers.

#### **What Children have Learnt**

Distinguish between :

river and rivulet

mound and hills

pastureland and forest.

Put labels on the models of Land-forms you exhibited.

Ask one boy to imagine that he is a cow-boy and another that he is a farmer.

Discuss with them what each would say to the other about his work so that it may sound extremely exciting.

### *4. Village and City (III)*

#### **Background and Objectives**

After having acquired a fairly extensive knowledge of the principal land-forms, children in this lesson come face to face with places of worship, their variety and importance to man.

#### **What Children should Know**

Most people follow some religion or the other. So they have, both in village and in city, their own places of worship, Hindus have temples, Muslims mosques, Sikhs gurdwaras and Christians churches. We in India are free to follow any religion we choose.

All religions are equally deserving of our respect. So are the sacred places and the places of worship of every religion. No religion should be considered superior, or inferior, to the others.

People following different religions live together and work together. They join in

each other's festivities and enjoy them together.

#### **Aids to Teaching**

Poster 22 : 'The Village and its Environs'.  
(Lesson 2, class II)

Poster 23 : 'The City and its Environs'.  
(Lesson 3, class II)

#### **Teaching Hints**

Start the lesson by trying to ascertain the religions that are followed in the homes of the individual pupils. They are old enough to have seen and remember the religious ceremonies performed at home. They may have also learnt from parents the name of the religion they follow. They may also have heard of the religions followed by their neighbours.

Your questions may help you to prepare a list of religions. Write the names on the blackboard. Talk now about the



different religions and the special festivals and sacred days associated with them. Children will help you by telling the class how their parents worship and say their prayers at home and what parent tell them to do. This conversation may lead to special places of worship for the different religions.

Tell them about the temples, mosques, gurudwaras and churches in the neighbourhood and point out these buildings both in the pictures and the sketch map. The distinctive features of each of these sacred buildings should be emphasized out so that children may recognize them whenever they see them. If you are in a big city, there will be all kinds of places of worship. If possible, take the children there to observe the rituals and to know also what should be done by all, e.g. take off shoes, wash hands and feet, cover head, etc.

If you can possibly do it, do not miss an opportunity to stress the common points in the teachings of all religions : 'speak the truth ; do not steal ; help the poor and the weak ; look upon all individuals with consideration and respect' ; and such other precepts. But do not preach.

Children should learn that all religions are of equal importance and deserve equal respect.

### **Additional Activities and Experiences**

Let children identify the places of worship in Posters 22 and 23, and relate them to each other from the point of view of Directions.

Encourage them to prepare models of temples, mosques, gurudwaras and churches.

Tell the class stories connected with different religious festivals.

Let class memorize and recite the following poem :

Hindus, Muslims, Christians, Sikhs,  
We are brothers true ;  
Build a temple, build a mosque,  
A church, a gurudwara, too.  
These are symbols of a wish  
All men have in common  
To lift up their heart and pray  
And, like brothers, always stay.  
Working, playing, laughing, singing,  
To the common well-being bringing  
Bonds of strength and love.  
Come together, love together,  
Work together, play together,  
Brothers all, we stand or fall.  
Within our country's capital.

### **What Children have Learnt**

Why do we have various places of worship in our villages and cities ?

What should we bear in mind when we pass by a place of worship ?

What religious festivals are celebrated in your village/ city ?

Associate these festivals with the corresponding religions :

Janmashtami, Idul Fitr, Christmas,  
Ramanavmi, Durga Puja, Muharram,  
Diwali, Good Friday.

## 5. *Village And City (IV)*

### **Background and Objectives**

This lesson concludes the study of the village and the city by referring to historical remains, if any, in the neighbourhood, and to places of recreation and entertainment.

### **What Children should Know**

The village and the city under study may have some historical remains in the vicinity. Such things, where they exist, tell us many things about the place and may, sometimes, be connected even with national history. They have, therefore, to be preserved with care and studied.

The village (and the city) has some places reserved for the entertainment of children and also of adults. These are parks, playgrounds, sites for fairs, cinemas, etc. Some of the places also provide knowledge and education, as for example, museums and zoological gardens.

All such places are meant for all and everybody has, therefore, the right to use them in the proper manner. In return, it is our duty to see that they are kept clean and no property there is damaged.

### **Aids to Teaching**

Poster 22 "The Village and its Environs"  
(lesson 2, class II)

Poster 23 : "The City and its Environs"  
(lesson 3, class II)

### **Teaching Hints**

The lesson, as can be seen, deals with two distant topics : historical ruins in the neighbourhood and public places of entertainment. That being the case, it should

also be noted that there can be no definite suggestions to help you teach this lesson. The available facilities on which to base the lesson differ very widely from place to place. You are, therefore, very largely left to your own resources.

If there are any historical remains near by, begin by asking a few questions. 'Has anybody been there ? What is there to see ? How far is it from here ? Does anybody know any story associated with it ?' You may then fill up the gaps in the account given. You need not be very ambitious now : all these children need know is that ruins tell us the story of the past.

When you take up the second topic in the lesson, children will talk about the places of entertainment with great interest. City children at this age, know the cinema halls and public parks near their houses. They can, if asked, tell you many things about their visits to these places. Village children will not know much about these, but they may talk of radio programmes and mobile cinema shows. Give them as near an idea as you can of well-kept public places and cinema halls.

You see that a set lesson cannot be taught on these two topics. So much depends upon the place where the school is situated. If there is nothing worth visiting near about, use pictures and do most of the talking yourself but be as entertaining as possible.

**Additional Activities and Experiences**

To identify places mentioned in the lesson on the map.

To describe a fair or a cinema show or a game.

To tell stories connected with historical sites.

**What Children have Learnt**

What can you learn from historical ruins ?

Make a list of the places of recreation and entertainment in the neighbourhood.

Describe a walk in the park. Why shouldn't you pluck flowers in the park ?



## UNIT B

### *Our Needs*

#### **Objectives**

In class I also, a whole unit was devoted to 'Our Needs'. It is repeated in class II, for much more information has to be given. In the earlier class, children were told that the family helps everyone of its members to obtain his primary needs. This unit will tell them that the family is not enough. Man has to depend upon a number of persons outside the family to satisfy his needs. They should be given further details on the needs of man and how they are met.

#### **Understandings to be Developed**

We have to depend upon a number of persons to meet our needs.  
Food is obtained from the market, but it comes to the market from the fields.  
Clothes are made of cotton which also comes from the fields, and of wool which

comes from the sheep which again are reared in the village. The weavers then weave the cloth from cotton and woollen thread.

In villages water is drawn from wells, tanks and rivers; in cities it is supplied to homes in water-taps from water works.

Several kinds of workers combine to build our houses. Most of the material of which the house is built is usually available in the neighbourhood.

#### **Skills and Abilities to be Acquired**

To learn to appreciate, and respect, the services of our helpers.

To regard all occupations as of equal importance.

To maintain cleanliness at home, use water properly and take care of clothes.

#### **Background and Objectives**

Children knew very well that no living being can live long without food. The home and the family helps us obtain food. But children should look beyond the parents now and

learn that a number of people have to work in common before we can get food to eat. The most important of these people are the farmer who actually produces the food and the trader who collects it from farmers and

### *6. Where Our Food Comes From (1)*

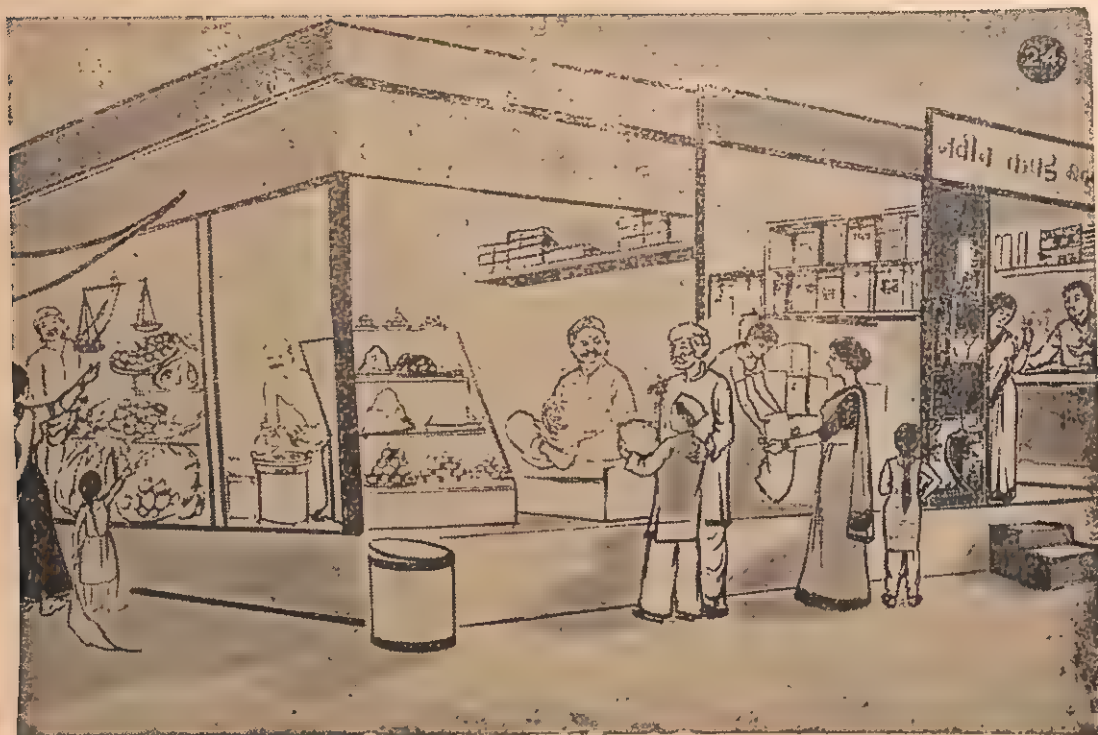


Fig. 24

sells it to us. It comes to our homes from the fields in the villages and from the markets in the cities.

### What Children should know

Most of the things we eat come from the market.

Food comes to the market from the village fields e.g. rice, wheat, lentils, vegetables.

The farmer grows these foods in the fields.

The farmer, the trader and the green grocer are our helpers.

We help each other so that the needs of all may be satisfied.

### Aids to Teaching

Poster 14 : 'A Lunch Plate' (Lesson 11, class I)

Poster 24 : 'The Market'

Poster 25 : 'The Farmer At Work'

### Teaching Hints

You may introduce the topic by showing Poster 14 once again and asking questions as these :

What things do you usually eat ?

When rice or flour falls short at home, where does your father get it from ?

Where do vegetables come from ?

Have you ever been to the market to get foodstuff ?

What have you purchased there ? From what kinds of shops ?

It is likely that some of your pupils have accompanied their fathers to the market or seen shops on their way to school. Shops and the market are not completely unknown to them. What they have to be told now is that every article of food is not stocked in one shop and that different items of food have to be procured from several shops which are variously owned by the trader, the grocer and the green-grocer. Refer here to Poster 24 and put questions to ascertain whether pupils can identify the shops shown in it. Let them list also various articles of food and write down against each the kind of shop where it is available.

You should help them realize that villages do not have markets as large as those in cities. Tell them to find out why. A city has a large number of shops of the same variety, but a village may not have more than one. While discussing these points, however, you have to be careful that your pupils do not go away with any impressions of urban superiority.

The next point to learn is that though foodstuffs are sold in shops, the shop-keepers do not produce them but get them from somewhere else. Take the example of a green grocer and pose the following problem:

Does the green-grocer produce the vegetables he sells?

Where does he get them from?

Now exhibit Poster 25 and help the children learn, through questions and answers, that the articles sold by the grain-dealer, grocer and green-grocer come from the village fields. The farmer grows rice, wheat, barley, grams, pulses and vegetables. He also keeps cows, buffaloes and goats that give us milk. Milk and ghee are also sold. Goats, sheep and poultry are raised in villages as well for the supply of mutton and eggs.

This information has now to be provided, though in an elementary form, and at this stage nothing more is necessary than the concept that the farmer who produces our food and the traders who sell it are our helpers. Reinforce it by asking:

How does the farmer help us?

What will happen if he stops what he is doing?

Why is there at least one grocers' shop in every village and city?

### Additional Activities and Experiences

To make a list of things sold by a grocer and green-grocer.

Fig. 25





To prepare labels and write the names of these things on them.

To play the grocer-making scales, buying and selling. (This may be correlated with the mathematics lessons).

To observe shops that fall on the way and to list the things they sell.

To invite, if possible, the farmer and the grocer to the class to talk to them about their work.

### What Children have Learnt

To which kind of shop would you go if you have to purchase the following articles ?

rice, salt, potatoes, pencil, sweets, shirt, bangles, spinach.

Put a mark like this (✓) against those articles in the following list which come straight from the fields to the grocers' shop :

rice	(    )	pepper	(    )
molasses	(    )	wheat	(    )
salt	(    )	ghee	(    )
pulses	(    )	gram	(    )
tea	(    )	curds	(    )
spices	(    )	peas	(    )

Pretend that you are a green-grocer, and tell the class what he is selling and from where he obtained them.

Discuss in class what would happen if the farmer ceased to work.

## 7. Where Our Food Comes From (II)

### Backgrounds and Objectives

Children may now be told that all our food comes from plants or animals. We need various kinds of food for our nourishment. To obtain them we have to tap several sources and seek the help of many persons. Children know in general that our food comes to our homes from the shops, which obtain it from the farmers in the villages.

### What Children should Know

The principal ingredients of our food are :

- (a) cereals
- (b) pulses and lentils
- (c) fruit and vegetables
- (d) milk and milk products
- (e) fish, meat and eggs.

Of these, cereals, pulses and vegetables come from the fields. Milk comes from

cattle. Rivers supply us with fish, animals with meat and fowls with eggs,

The farmer works in the fields and we enjoy the fruit of his labour in the shape of cereals, pulses and vegetables. He also keeps cattle and poultry.

### Aids to Teaching

Poster 25 : 'The Farmer at Work'

### Teaching Hints

The lesson should begin with a conversation about the food children have at home before they come to school. Prepare a list of the various articles and let them then discuss where these come from. Very possibly some of the pupils will be able to say from where they can be got. Then show poster 25 and make it clear where cereals and vegetables are produced and in how many ways the farmer is essential for our lives.



How is grain separated from chaff?

Which of the many operations of the farmer do you like best?

Make a list of the farmers' implements and make models of them.

The following table has two lists, one of names of some articles and the other with details of where they are from.

Choose the correct answer from the

second list and write its number within the brackets :

Fish	(    )	1. orchards
Cereals	(    )	2. rivers and tanks
Meat	(    )	3. fields
Fruits	(    )	4. fowl
Eggs	(    )	5. animals

## 8. *Water For Our Home*

### Background and Objectives

Children know from experience how necessary water is for human, animal and vegetable life. Man has always done his very best to secure a plentiful supply of water. This lesson is on the various sources from which we get water. Children need to be thoroughly familiar with these. The teacher has also to see that they imbibe the following ideas and act accordingly :

Water must not be wasted. In cities we sometimes keep the tap running.

Untouchability is not worth believing in.

All people in society are equals, whatever their caste or belief.

### What Children should Know

In villages, the water used at home come from rivers, wells, tanks, lakes and canals. In cities, there are rivers and wells, but the main source of water supply are the Central Water Works.

Everybody is free to draw water from a public well and a public water tap, but nobody has the right to pollute the water or to make the place round the well or tap dirty.

Drinking water must be drawn from clean sources. Water from dirty tanks or well must not be used for drinking. Tap water is always clean.

We should see that water is not wasted. Water has to be obtained with great effort and trouble.

### Aids to Teaching

Poster 26 : 'Water for Our Homes'

### Teaching Hints

Begin the lesson with some straight questions in order to ascertain how much your pupils know : Where does water for your home come from ? How is it obtained ? How do you store it at home ?

Then display the picture. Your questions on it should bring out the different sources of water and the effort, labour and expense required to procure it. Help children to recollect the occasion when they have seen men and women carrying water to their homes.

Help them to imagine the amount of effort and labour that has to be undergone to procure water for home in hilly areas and





Fig. 26

waterless regions like deserts. Ask the pupils if they know what a desert is.

If you are in a village school, you may describe at this point how the village well or the tank was dug. If no stories are available, you can imagine the incident it was dug by a philanthropist at a time when fresh, clean water was scarce. Your story should describe vividly what happens when there is a drought or excess of rain.

Let the class prepare a model of a well and discuss why it is so constructed, why it is made of bricks and is round in shape, why it has a high round wall at the top. They may also discuss the uses of a hand-pump and a water-tap.

It is very necessary, particularly in village schools, to impress upon the

minds or pupils the important point that everybody, without any consideration of caste or creed or religion, should have easy access to the public well or tank or tap. It is cruel and inhuman to refuse water to anybody. Point out that many people consider it a pious act to give water to the thirsty and for that purpose sit by the roadside in summer and give drinking water free of cost to any passing traveller.

Also, dwell at some length upon the scene at a public water tap in cities. Everybody is free to take water there and there are great crowds, especially in the morning. Ask how the crowd can be managed best so that everybody can get water in the minimum time. Children's

answer to this question should now be almost automatic : by forming a queue.

#### **Additional Activities and Experiences**

To draw pictures of a well, a water bucket, a pitcher, a water tap and a hand-pump.

To collect, for the Social Studies Corner, pictures of tanks, lakes and canals.

To make a list of the sources that supply water to us.

To dramatize the scene at a public well, with a view to bringing out that a public well belongs equally to everybody.

To illustrate the story, 'The Thirsty Crow and the pitcher of Water'.

#### **What Children Have Learnt**

From what different sources is water obtained ?

What will happen if we drink polluted water ?

For whom is a public well meant ?

Which is better ; a hand-pump or a water-tap ?

Why are there free drinking places in summer by the roadside ?

Teacher should be vigilant in observing the behaviour of the pupils at the water tap during lunch time to judge whether they have risen above all prejudices regarding untouchability.

In a village school, where there is no water tap and water has to be brought from the well, he should assign the responsibility for fetching the water to pupils in turn during the interval. He should also ensure that the pupil regarded as untouchable also gets the chance one day.

### *9. How Our Clothes Are Made ?*

#### **Background and Objectives**

Children know quite well—you should confirm it through questions—that we change clothes according to the season. They will now be told that our clothes are chiefly made of cotton and wool, that cotton is obtained from a plant and that wool is obtained from sheep.

The lesson is not intended for teaching how cotton is processed in cotton mills, and made into fabrics. This may merely be mentioned. Neither should the children be taught the use of synthetic materials.

#### **What Children should Know**

Clothes protect us from the sun and the cold. We, therefore, put on, such clothes as the season dictates.

Cotton comes from the cotton plant. It grows in fields and is produced by the farmer. Wool is obtained from sheep, which are reared by the shepherd who shears the wool off their back.

The cotton obtained from the plant is made into thread. Thread is woven into cloth. Many old people in villages spin the cotton on the *takli* or the *charkha* to produce thread. In the villages there are weavers who weave cloth with the thread. The same process is used for wool as well.

Now, big mills and factories use machines both for the spinning of thread and weaving of cloth. The mills help produce cloth cheaper and quicker.



Fig. 27

### Aids to Teaching

Poster 27 : 'The Story of Cotton'

### Teaching Hints

Refer first to the prevailing season. Your task will become easier if it is winter, for the use of special clothes will make the point clear. Otherwise, you should collect waste cuttings of both cotton and woollen cloth from a tailors' shop. Let children feel the pieces and note in what way they differ. They can easily see for themselves that woollen cloth is thicker, rougher, heavier and warmer than cotton cloth.

Children know from past experience when and why they wear woollen clothes and will be able to tell you.

What kind of cloth they put on in summer, and why ?

What their winter wear is made of ?

The account of cotton being transformed into cloth is interesting. You can tell it in the form of a story :

One day a small girl who wanted to help her mother in her household work begged to be allowed to wash her frock. As she started to soap it, she was startled by a soft voice speaking. Watching intently, she was surprised to see that it was her own frock that was speaking soft and low. 'Softly, little sister, softly', it said, 'Don't rub so hard. It hurts me. You know I am so soft. I am made of a soft material. Do you know what I am made of ?'

'Why not ?', replied the girl, 'You are made of cotton cloth'.

'Yes, you know it', said the frock.



'Now listen to this poem and learn how I was made from cotton. A pad of cotton speaks'.

Once upon a time I lay  
In the fields so green,  
Sprung from seed within Grown earth,  
Wearing blossoms like a queen,  
Leaves of green and flowers white  
Once I was a pretty sight.

Then one day the farmer plucked me,  
Sold me in the market square,  
Cotton ginned and stripped of beauty  
No longer was I fine and rare.  
Grandmamma to Mother's house came,  
Saw and smiling laid her plan ;  
With her spinning wheel, transformed me  
Into yarn, soft, thin I ran,  
Passed from hand to hand like money,  
The weaver took me to his home,  
And as if a harp to play on  
Strung me to his homely loom.

So from plant in open country  
I became a piece of cloth ;  
And in due course reached a market  
Serving man and nature both.

Kitty saw me, liked me, bought me,  
And I turned into a dress,  
Now she tends me very kindly  
Begs the mother not to beat me  
On the stones but just to press,  
And to wash gentle care  
Hence I bless my little mistress  
As I breathe the living air.

Present Poster 27 along with the poem so that you may point out unfamiliar words like spinning wheel (*charkha*), weaver and loom. A little talk on the picture will revise the process by which the cotton plant was by stages transformed into a dress for kitty.

Pupils in cities may not have seen a weaver at work. Show them pictures. If

some pupil's father or uncle works in a cotton mill, the child may be asked to learn from the father or uncle how a cotton mill works and tell it to the class. If possible, that gentleman may be called in and children can then ask him questions to satisfy their curiosity. 'How is thread spun? How do clothes come to have colours (how are clothes dyed)? How is cloth produced so fast?'

### **Additional Activities and Experiences**

Take the children to a weaver, or ask a weaver to come to the school and talk to your pupils.

Let children enact the conversation between the girl and her frock.

Let some pupils repeat the poem; the others may then analyse the process.

Let them learn and repeat, this poem :

Spin, old lady, spin, spin, spin,  
Talk as you work, spin, spin, spin,  
Sixty thousand balls you've spun,  
The yarn to the river has run, run, run.

When the cloth was ready,  
The king, he was so proud,  
He came, he ordered a grand coat,  
He called his courtiers loud.

And as they danced around him,  
With speeches fine and gay,  
'A golden spinning wheel', he cried,  
'Is what we need to stay'.

As so the wheel all day goes round  
Spinning, spinning, by the ground.

### **What Children have Learnt**

What is the difference between cloth made of cotton and that made of wool?

Tell the story of cotton.

When do people put on woollen clothes?  
Why can cloth be produced faster in a mill?

Name the people who help meet our need for clothes.

*10. Clothes and Seasons***Background and Objectives**

This lesson will provide more detailed information on clothes, but its chief purpose is to impart the knowledge of seasons with reference to clothes. Children should now be made aware not only of seasonal changes but also of changes in the daily weather.

**What Children should Know**

The clothes we wear are principally made of cotton, wool and silk. In the last lesson they learned how we get cotton and wool. They may now be told that silk is obtained from the cocoon spun by larva to protect itself, or from silk worms. They may also know that our shoes are

chiefly made of leather, which is the skin of animals specially prepared for the purpose.

Some days in a year are hot and these days we call 'summer'. The sun is then very strong and the days are long. Some days also are very cold and we call them 'winter'. The sun is then much more mild and the days are not so long. In summer we put on cotton clothes which are light and cool, and in winter our clothes are woollen and heavy so as to keep out the cold.

We have heavy rain for some days in

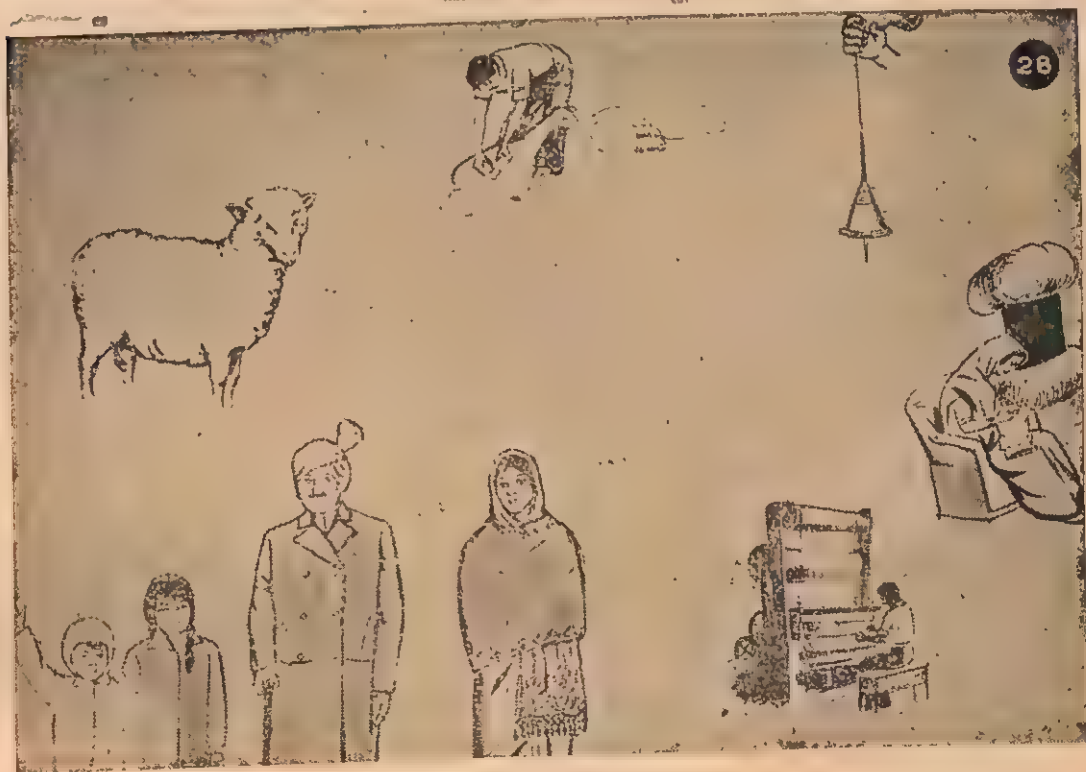


Fig. 28

the year, chiefly after the hottest days in summer. This is the 'rainy season'.

### Aids to Teaching

Poster 28: 'The Story of Wool'

### Teaching Aids

Get some waste cuttings from the tailors' before you teach the lesson, or, better, ask the children to get them. Let children feel the cuttings and say which is wool and which is silk. Let them then recapitulate the story of cotton and the poem.

Children will now learn from you how silk is obtained. It is a good idea to encourage some children to rear some silk worms. Some may be kept in class and children may see how the larvae spin cocoons, from which silk thread is procured. Exhibit Poster 28 now and hold some talks on it.

Make a list of those person who help us procure clothes and keep them clean. Let children suggest names, while one of

them writes on the blackboard. If possible, these helpers—farmers, weaver, cloth-merchant, tailor, washerman, cobbler—may be invited to the class, or perhaps, interviewed.

Ask questions and help children associate the principal seasons—summer and winter—with the clothes we put on. These questions should also direct their attention to the length of the day and its connexion with seasons.

Maintain a weather chart also ; it is a very useful activity for children. (See also Part One. VIII. 7 and Part two V.C. 9). It need not be an ambitious one. Let children observe the daily weather and shown 'hot' or 'cloudy' or 'cold' or 'windy' or 'rainy' for each day by means of a symbol. Assign the responsibility to small groups of children who may take weekly turns.

A chart like the following may be hung on the wall. Children may then fill it in by the use of some agreed symbols.

Month	First Week	Second Week	Third Week	Fourth Week
January				
February				
March				
April				
May				
June				
July				
August				
September				
October				
November				
December				



Let the class suggest the symbols to be used.

Pieces of paper of different colours and various shapes pasted on the chart, can serve as symbols.

For example :

Strong sun throughout ...small round  
the week ...pieces of red  
...paper

Sunshine alternated ...small round  
with clouds and wind ...pieces of red  
and yellow paper

Rain throughout the ...a big oblong  
week piece of blue  
paper

Very cold ... a big oblong  
piece of black  
paper

Any agreed symbol can serve the purpose

### Additional Activities and Experiences

To collect pictures of different varieties of wearing apparel.

To arrange a fancy dress show in school.

To hold an imaginary conversation between a cotton plant and a sheep.

To impersonate the following persons and describe their work :

farmer, weaver, trader, washerman, tailor, cobbler.

### What Children have Learnt

Match the parts from columns 1 and 2 so that the sentences make sense :

(1)	(2)
The tailor	sells cloth
The weaver	makes shoes
The farmer	weaves cloth
The trader	sews garments
The cobbler	grows cotton in the fields

Now read the above sentences in proper sequence.

Below are given the names of some festivals. Think carefully and mark the season in which they are celebrated :

Rakshabandhan	... winter/rainy
and Onam	
Christmas	... winter/summer
Holi	... summer/rainy

Draw pictures of a *takli* and a spinning wheel (*charkha*)

Learn to spin on the *takli*.

## 11. How Our Houses are Built

### Background and Objectives

In class I, children were introduced to the third primary need of man and told that the house we live in must be kept clean. They should now know that a house is built with different kinds of material and with help from a variety of persons in procuring the

materials and actually building the house. The materials used are sometimes obtained from distant places.

Those who help build our houses are our friends and helpers. The work they do is very necessary for us. We must look upon their work and occupation with respect.

### What Children should Know

Several kinds of materials are needed to build a house. Some of these can be had in the locality, but some have to be procured from far away places. In these days a house is built of bricks, stone, lime, cement, iron, wood and similar materials. In villages, many houses are built of mud as well.

A number of people help us in building our houses. They perform essential functions and should be regarded with respect. Their occupations are in no way inferior to those of others. These men are : the mason, the carpenter, the blacksmith.

### Aids to Teaching

Poster 29 : 'Men who Build our Houses.'

### Teaching Hints

Begin by telling the following story which helps bring out the important function performed by shelter :

It was a bitterly cold day. A monkey sat shivering on the branch of a tree. Suddenly it started raining. The poor monkey already in a bad way was now almost dying of cold. His teeth began to chatter.

Near the place where he sat stood the well-built nest of a bird. The bird sat snugly inside, secure from cold and rain. It now peeped out and said, 'Please look at me, Mr. Monkey, how snug I am in my cosy nest. And just think of yourself sitting there in the open and shivering. Why don't you build a house of your own ?'

The monkey, wise in his experience now, said, 'I certainly would, but I don't know how to build one. You are so clever in that respect !'

'Oh, thank you', said the bird. 'I can tell you all about it. Get some bricks and lime and wood. Then engage some masons who will build the house for you.'

The monkey then moved from place to place, collecting materials for his house. He

then employed some masons and constructed a house. Now, just listen to what happened.

A monkey built a house ;

With pomp and show he came to it,  
For hadn't he built a house ?

Upstairs there was a kitchen,

A drawing room below ;

And in the bedroom cupboards two,  
As he would have you know.

So bent was he upon his house,

He worked all day and night ;

From the kiln he bought his bricks,  
And made them fine and light.

For his mortar he used lime,

Cement from city market brought,

Paid double for them, worked

'gainst time,

Worked hard as everybody ought.

The carpenter a screen he made,

The blacksmith made the pipes ;

But when the mason named his price

The monkey found there were no pice

Within his empty pocket large.

And when the workers came for pay,

Our frightened monkey ran away.

He locked his house and up a tree,

He scrambled, hid, and that is why

If you're looking for the Monkey

Up a tree You'd better try.

The poem, facetiously, names the different ingredients and the kinds of helpers needed to build a house. It is easy to learn them from a poem and may make children curious to know more. Now pose a problem : 'What materials would you need to build a house ? To whom would you go for help ?'

Children can now write. They can prepare their own lists and read them out. You may show Poster 29 now and ask questions on the work done by a mason, a carpenter and a blacksmith to help them

to see how these people are of assistance. Children may draw pictures of the tools and implements needed in house-building and also arrange interviews with representative helpers.

A final activity can be a discussion on 'What happens if I am not there at all?'. The pupils can be asked to play the roles of the different helpers.

#### **Additional Activities and Experiences**

Visits to brick kilns, if there is one near by.

Visits to local masons and carpenters on an actual house-building site.

Observation of brick-built houses to ascertain the materials used.

Collection of pictures of house-building.

#### **What Children have Learnt**

Who are the people who help build a house?

What principal ingredients are needed in house-building?

What does a mason do? and a carpenter?

Play the roles of the different helpers and describe in the first person the work they do.

Which is a better occupation: that of a mason or of a carpenter?

## *12. A Good House*

### **Background and Objectives**

Recall the story of Master Cave Boy learnt in class I. Compare the rough shelter of the caveman with a modern house. Man has always attempted to improve the shelter so as to escape the rigours of nature: the strong sun; high winds; biting cold; pouring rain. The mode of house-building has changed from time to time and so have the materials used.

A secondary purpose of the lesson, but not less important, is to help children realize that a clean and attractive house is as essential as a well-built house and also that different types of houses are needed for different climates and different needs.

### **What Children should Know**

There are all kinds of houses: huts, mud-houses and brick houses; small houses and big houses; single-storeyed bungalows and multi-storeyed houses. These all seek

to provide as many amenities as possible. Some common amenities (and necessities) are: a strongly built house, provision of good sunlight and fresh air, and neatness and cleanliness all round.

The materials used are either those available locally, or at a distance. A number of persons with different skills are required for building a house.

### **Aids to Teaching**

Poster 29: 'Some Builders of Our Houses'.

### **Teaching Hints**

Ask children to collect before hand a number of pictures of houses of different patterns and varieties. You should also have a few typical ones. Children may also be asked to describe the different types of buildings they have seen.

You may again use the stories of Master Cave Boy and of Mr. Monkey (Lesson 11





Fig. 29

above). Show the class some pictures of the homes and caves of Early Man. Make children repeat the names of the materials and the helpers, and to prepare a much more exhaustive list of these.

You can teach 'what is a good home' in a practical way if you undertake a project of preparing a model of a good house. The making of the model should be preceded by a discussion in the course of which you should explain why a house should enjoy plenty of sunlight and fresh air.

The model of a house may be made of mud, paper, cardboard, empty match boxes, used match sticks, small tin containers and some adhesive. The actual implements used in house-building need not be used.

While planning the model, take care to see that there is proper provision for ventilators, windows, lavatory, bathroom and drainage.

A good house is clean and hygienic. Children know that daily cleaning and washing is needed to keep a house clean. They know also that a house has to be white-washed and thoroughly cleaned periodically. They may have seen occasional disinfection of the house with D.D.T. and other chemicals.

You may use this opportunity to mention that a house looks beautiful if it is tastefully decorated, emphasizing at the same time that tasteful decoration does not mean expensive decoration and that expensive decoration is not necessarily

tasteful. Children may discuss how easily and without much expense they can make their house a more beautiful place to live in.

You should also compare a good house with a bad house, and ask children to list the good and bad points of each. Use a model of a bad house to show how a house should *not* be built.

#### **Additional Activities and Experiences**

To draw from imagination the plan of a good house.

To learn some poem on 'My Home'.

To clean and decorate the classroom.

To invite the owner of a nearby house and request him to speak of his experiences in building a house.

#### **What Children have Learnt**

Where did man live before he learned to build houses?

What is the difference between a house built of mud and one built of bricks?

What are the principal features of a good house?

Describe what each person in Poster 29 is doing.

Impersonate a mason and a carpenter and tell the class what each one does.

Make list of persons who help to build houses.

How should you help your mother to keep your home clean and to make it look bright?

### *13. Our Helpers*

#### **Background and Objectives**

Children now know the names, and functions, of quite a few of our helpers and also how they help us. Besides these, they also know the postman, the village watchman, and the policeman at the crossing. This lesson will tell them of some new helpers and at the same time revise what they know of the old ones.

Before they finally take leave of our helpers in this class, you have to be sure that your pupils have formed the correct attitudes about occupations. All occupations are equally necessary for society. No one is either superior or inferior to the others; none is to be looked down upon. Unless this attitude is built up, we cannot remove the prejudice of untouchability.

#### **What Children should Know ?**

We need the help of so many different kinds of people every day. Without it, we cannot perhaps pass even a day. These people follow many different occupations and every one of these occupations has an importance of its own.

We have learnt about several of our helpers. We shall get to know a few more now. The doctor or the village *vaidya* cures us of our diseases. The teacher teaches children in school. The village watchman takes care of our property and protects it from thieves and robbers. He also sees that there are no quarrels in the village. The policeman performs in the city the same duties as the village watchman does in a village. Moreover, a city

policeman also controls traffic on the roads. The *grāmasevakas* and *grāmasevikās* give advice to people on agriculture, animal husbandry and health.

**Note :** You should select the helpers you would like to describe to your pupils. Your choice should largely depend upon your circumstances, but restrict your selection to those persons with whose occupations your pupils are more or less acquainted.

Fig. 30



### Aid to Teaching

Poster 25 : 'The Farmer at Work' (Lesson 7. Class II.)

Poster 29 : 'Men who Build our Houses' (Lesson 11. class II.)

Poster 30 : 'Our Helpers'.

### Teaching Hints

Revise the earlier lessons through questions on Posters 25 and 29, which may be shown again. Then, exhibit Poster 30 and pointing to the washerman ask :

What do you see here ?

What does the washerman do for us ?

What would you do if there were no washermen about us ?

In this way ask questions on each panel in the picture. Then conclude that every one of these persons performs an essential social function.

Arrange a small game to lend some reality to the topic. Put on the black-board a list of all these helpers and their professions, and then ask every child what he would like to be. Write down against each profession the names of those children who opt for it. See that every child in the class gives his choice.

The next day, ask the children to dress themselves as the persons whose roles they are playing. Every child will then present himself before the class, introduce himself and describe his work. If more than one pupil have opted for one role, they may appear together and share the talking.

Utilize the previous experiences of the children. Perhaps they can tell you something about the work of the doctor or teacher or policemen or postman. They must have their say. This will arouse interest in the lesson, as well as help them overcome their shyness.

Wherever possible, invite some of these



men. In such cases, let the children themselves do the inviting—you must of course give them the necessary help. This will enable them to get over their shyness, and also their fear, e.g. the policeman or doctor. They should approach the persons direct and make their request. For example children can ask the policeman the following questions :

What are your duties ?  
Which of them do you like best ?  
How do you like your work ?  
How can we help you perform your duties better ?

#### **Additional Activities and Experiences**

To dramatize an incident connected with these helpers. (Teacher should write out the dialogue himself).

To collect pictures of the persons connected with the professions spoken of in the lesson.

To draw the picture of each helper, and of his tools and implements.

To make small models of either of the following : the carpenter, the cobbler, the farmer, the mason, the barber, the washerman at work.

Role-playing : 'Patient and Doctor' ; 'Thief and Policeman' ; 'Teacher and Pupil' and such others.

To memorize and recite :

There are different things to do  
But we are helpers all.

In the fields the farmer works,  
He brings us greens and rice ;  
The fisherman, he gathers fish  
Unbitten by the great tortoise.

The weaver skilled, he makes our cloth,  
A many-coloured blouse ;  
The tailor cuts and sews a coat,  
The cobbler mends our shoes.

Dressed, we off to the market go,  
But we must cross the road ;  
So there's a policeman at the point  
To guide the traffic load.

We walk together, all of us,  
And when our work is done,  
We come home safely in a bus  
With tickets from conductors bought.

So our helpers keep life going,  
And for them we here give thanks ;  
As each for each the burden lifts,  
For peace and strength within our

ranks.

#### **What Children have Learnt ?**

What does the doctor do for us ?

What are the functions of a grama-sevaka ?

Do you like the work of the teacher ?

What would happen if there were no policeman ?

Give one word for :

the man who makes ornaments  
the man who makes pots of clay  
the man who works with iron  
the man who gives us medicines  
the man who delivers our letters.

Watch the following at work :

carpenter ; mason ; cobbler ; barber ;  
potter.

Learn poems on each of our helpers.



## UNIT C

### *Means of Transportation*

#### **Objectives**

This Unit attempts to tell children of the important means of transportation. These connect the village to the city and take people and goods from the city to the village and back. They also help in communication and exchange of letters.

Only the methods obtaining in our cities and villages have been stressed here. There is no mention, for example, of television.

#### **Understandings to be Developed**

Villages and cities are connected by roads, both metalled and unmetalled, on which vehicles move from one place to another.

Animals like oxen, horses and camels are of great help to man. They draw carts and also carry heavy goods.

Cycles, motor cars, motor buses, railway trains and such other fast-moving means of transportation help people to perform a journey quicker.

Such vehicles have made travelling easier and more comfortable and are, therefore, used in preference to slower moving vehicles.

The policeman at the crossing helps pedestrians and vehicles move on the roads in a more orderly manner and prevents accidents. We must always obey his signals.

#### **Skills and Abilities to be Acquired**

To practise walking on busy roads and negotiate busy crossings.

To understand and obey the traffic signals.

To walk on footpaths where they are provided.

To purchase tickets before boarding a bus or a train.

To use properly and help preserve public conveyances like the bus and train.

### *14. A Trip from Village to City*

Children now have a fairly good idea of life in cities and villages. This lesson describing a trip from the village to the city will teach

them how to use the available modes of transport.

**What Children should Know**

Man has never been tied down to one place. He has always felt it necessary to go from place to place and to carry his goods with him. Sometimes he has to travel to distant places. If he has to go a short distance, he walks and carries his small bundles himself. When he has to go a longer distance, he uses vehicles drawn by horses or bullocks or camels. These days bicycles are also frequently used.

The roads leading to the city are usually metalled, though there are unmetalled roads also. On the metalled roads fast-moving vehicles now run and journeys are completed more quickly and comfortably. Many of these vehicles are meant for public use.

**Aids to Teaching**

Posters 31 and 32: 'Modes of Transport.'

**Teaching Hints.**

A lesson like this can begin with a poem of jingling verses signifying motion, slow and fast.

Creaking comes the bullock cart,  
Its wooden wheels upon the roads,  
From fields of green big bags it brings  
Of wheat and straw in big loads.

Sohan, Mohan, in the cart,  
Ride into the city.  
Slowly come, and slowly go  
Chanting a slow ditty.

In the evening back at home  
Slowly go and slowly come.  
The bullock is the farmer's friend,  
Together they will work and stay ;  
From village here to village there  
The bullock cart will go each day.

Honk ! honk ! the bus is here  
With two big blazing eyes,  
Black and yellow, red and green,  
For speed, the bus wins every prize.

Fed with petrol, hot its engine,  
And its wheels begin to move ;  
Clouds of dust we leave behind us  
As our power to race we prove.  
The boy has hopped into the bus,  
His sister will not be outdone,  
And so she haughty takes her place  
A queen poised high her dolls among,  
Kitty, sit to this side: Kiddie, sit to that;  
And, you, Sir, look in front of you,  
The tonga's on its track.  
The horse runs tik-tak-tik-tak-tik-tak  
Trails the tonga close behind  
On the smooth black tarmac.

Fig. 31





Raju, Meena, sit in front,  
Kaka, Kiki, sit behind ;  
The horse pulls them with all his might,  
The tonga drives against the wind.

Now look, how the horse has galloped  
When the driver whips him sound.  
But we're all safe in the tonga  
And we are now home-bound.

The poem, as can be seen, speaks of the bullock-cart, the motor bus and the tonga. Ask questions on each of these types of vehicles. Let children describe their experiences of these conveyances ;

Fig. 32



you may add your own. Draw particular attention to the draught animals used in the hills. Their pictures should find a place in the Social Studies Corner.

Imaginary scenes of a trip may be enacted. Children can play the roles of a booking clerk, bus-driver and conductor and the policeman at the crossing. These scenes can appear very exciting.

You may take the children to a neighbouring bus or railway station. Make the trip instructive by answering all the questions they ask and telling them everything they should know.

If the children have grand-parents at home, they can learn from them the hazards of a journey in the olden days. They will thus learn also that modes of travel keep on changing and travelling facilities are on the increase every day.

Show the pictures now and ask the children to do the following :

Name the conveyances shown in the picture.

Arrange them in the order of the fastest vehicle being named first and the slowest, last.

Make separate lists of vehicle that move (i) on land, (ii) on sea and (iii) in the air.

Mention those vehicles which are drawn by animals.

Copy the pictures on their own.

These activities may be followed by questions like these :

What vehicle do you use when you go out of the village ?

Where do you get it from ?

Does it stop at any place in between ?

Which vehicle carries you the fastest ?

What is the difference between a private and a public conveyance ?

Such questions will help to emphasize important facts associated with transport.

### **Additional Activities and Experiences**

To collect pictures of long, metalled roads, bridges, bus-stands, railway stations, etc.

To draw pictures of different conveyances.

To prepare models of these with inexpensive and easily available material.

To dramatize a trip by bus. (Children to play the roles of the driver and the conductor of the bus, coolie, passenger, ticket checker, policeman, etc. All operations like purchasing a ticket, boarding the bus, the coolie interlude, petrol loading, etc., should be shown. At the same time, they should be told the many do's and don't's, like opening the window, not putting the arm out, etc., and asked to observe them.

To hold an imaginary conversation between a bullock-cart and a motor car.

To listen to an elementary account by the teacher on the evaluation of vehicles, based on pictures.

### **What Children have Learnt**

Name all the roads that lead to the city from your village.

Arrange the following vehicles in the ascending order of speed :

bullock, cart ; motor car; horse carriage; aeroplane ; boat.

Which type of, conveyance would you prefer if you have to go to the following places ? (Choose one method from among those given in brackets).

the opposite bank of the river. (by cycle/by car/by boat).

the city near by. (on foot/by bus/by car).

the house of a friend in another part of the city. (on foot/by cycle/by train).

a distant city like Bombay, Calcutta, Delhi or Madras (by camel cart/by car/by aeroplane).

Collect pictures of draught animals.

## *15. Transportation in Cities*

### **Background and Objectives**

Children know that in order to go to the neighbouring city or village, we can choose one out of a variety of conveyances. Some of these move fast, others are slow. These days we usually travel by horse-drawn carriages buses or trains, and carry our luggage with us.

Many cities are quite big and its different parts are quite distant from one another. That is why people in cities use a large variety of vehicles ; cycles, horses, carriages,

scooters, motor cycles, motor cars, buses and such others. This lesson will acquaint children with the types of conveyances used in big cities.

### **What Children should Know**

In big cities distances are so great that often we need conveyances to go from one part of the city to another.

Big cities have a variety of conveyances that run within the city.

They provide public buses, which stop at fixed places to take up passengers.



Fig. 33

Passengers wait in a queue and purchase tickets as they get into the bus.  
We have to be careful in boarding, and getting off buses.  
We should not board or get down from a running bus. Carelessness causes accidents.  
The driver and the conductor of the bus are among our helpers.

**Aids to Teaching**

Poster 33 : 'A Bus Stand'

**Teaching Hints**

Find out how many of your pupils have been to cities. Then, ask them :  
What types of conveyances have you seen on the city roads ?  
Why are there so many of them ?

How did you go home from the railway station ?  
How did you go when you visited your relations who live in another part of the city ?  
What conveyance do people in cities use most ?  
You may at this point show the two posters you used in the last lesson, and also tell an imaginary story of a trip which should primarily bring out that city buses follow fixed routes. (You may vary your story a little if you want to refer to tramcars for example). Use Poster 33 and point to people moving in a queue. The incidents in the story should emphasize : purchase of tickets ; frequent stops and fresh passengers ; disorderly behaviour and its consequences ;



rash driving ; careless passengers ; road signals ; etc. Pupils may also speak of their own experiences. Raise such questions as : 'Why should you await your turn in a queue ? What risk is involved in boarding a running bus ? Why must you always purchase a ticket ? What precautions should you observe when on a bus ?

### **Additional Activities and Experiences**

To enact the scene of a bus trip. (Children to take all roles, form a queue at a stand, board an imaginary bus, purchase a ticket from the conductor, drive the bus, etc.)

To collect pictures of vehicles that run in the city and to paste them on a big

sheet of paper showing the descending order of speed.

### **What Children have Learnt**

How do people go from one part of the city to another ?

What happens if passengers who are to travel do not form a queue ?

What would you do if :

there is no room on the bus and you are far down in the queue ?

there is room in it but it does not stop where you are waiting ?

there are some seats vacant but a number of people are struggling to get in ?

there are two seats vacant and three women are standing ?

## *16. Walking on a City Road*

### **Background and Objectives**

The chief purpose of this lesson is to make pupils 'safety-minded' and to train them to be careful and law-abiding. Traffic in our cities is often disorderly and indisciplined.

The children should be told why it is essential to obey the rules of the road in cities. To obey the rules, they should know what they are. The rules should be learnt by all children, whether they are in cities or in villages.

It is not enough to know the rules ; pupils must practise them often enough to be thoroughly familiar with them. The teacher may give them practice in school.

### **What Children should Know**

Roads in big cities are both long and wide. They are always so busy that we have

to be careful when walking on these roads. We should use the footpaths on either side, which are meant for pedestrians. On our roads, all vehicles keep to the left side of the road.

If we have to cross roads, we must not do this at any point that we want. We must choose the right place—big cities have the crossings marked on the roads—then look to our right and left before we walk across. We must not stop or talk to our friends in the middle of the road.

Busy crossings in cities are controlled by traffic police. These policemen have special dress and they control the pedestrians and the vehicles so as to avoid accidents. They must always be obeyed by every body.

The traffic constables signal with both hands and we must learn what the signals

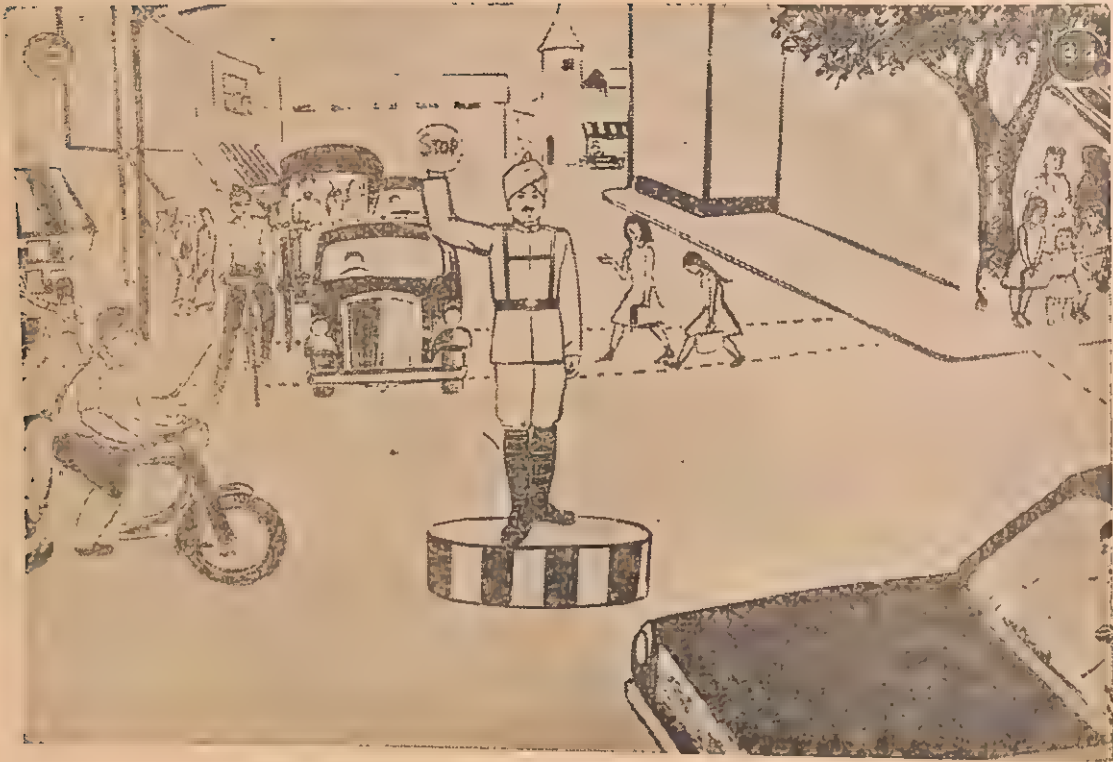


Fig. 34

indicate. Big cities have traffic lights at crossings to guide the traffic. It automatically changes at regular intervals and has three colours. If the 'Red' light is on every pedestrian and vehicle should stop ; if it is 'Amber', they should be ready to go ; and if it is 'Green' they should move on.

### Aids to Teaching

Poster 10 : 'On the Way Home' (Lesson 7, class I)

Poster 34 : 'At the Crossing'.

### Teaching Hints

Arouse the curiosity of the children with the description of a true (or imaginary) accident on the road. City children

may narrate from their experience an incident they may have seen. Then talk about why the accident took place and ask children to suggest how it could have been averted. Arrange their suggestions into some sort of order and write them on the blackboard. Get the class to judge the practicability of each suggestion.

Then exhibit Poster 34 and ask questions on it. Explain the rules of the road at the same time. Don't omit to appeal to the sense of reasoning in children : they can easily be led to see the rationale of these rules.

After the rules have been explained, it is necessary to have the children practise them. You should set apart some class

time for this practice and provide it through play. Have a child play the policeman at the crossing and let others act as pedestrians. Groups may represent different vehicles and utter distinctive sounds or cries, for instance, two children abreast can represent the bullocks and a child behind, the driver. A part of either side of the imaginary road can be marked out as footpaths for pedestrians only. The traffic should come to a standstill or start moving at the signal from the traffic constable on duty.

The children may learn a poem on the rules of the road.

Little man, walk carefully,  
Carefully, and you'll be safe ;  
From that side the tumbling bus  
Sounds its horn and with some fuss,  
Speeds along with heavy load,  
Leaving us upon the road.

Tongas come from every side  
Everyone has things to do,  
Things to do, no time to stop  
People going out to shop.  
Look to left and look to right,  
Pause and think with all your might ;  
Then step out and look before you  
On the footpath made for you—  
That's for walkers a safe place.  
Tongas run and buses race,  
But upon the footpath clear,  
They can't touch you, if you're here.

At the crossroads, do be careful,  
Watch the policeman's signal smart,  
He controls all traffic moving,  
Car and bus, cycle and cart.  
Look to left and look to right,  
Then take a step and make it bright,  
Look before you leap, they say,  
At the cross roads, that's the way.

At has been said, busy crossings in cities are controlled, not by policemen, but by traffics lights. Policemen are there to see that the lights are obeyed. Explain the significance of the colours. Make-coloured flags of paper and give practice with them.

### Additional Activities and Experiences

Rural children have often a long way to go to reach school and the roads are not always smooth or even. They may like to narrate the difficulties they have on the way.

In cities, children often travel to school by cycles or buses. List the rules they have to observe on the road in either case.

Cities have wooden boards with instructions written on them (e.g. 'Keep to the Left', 'Don't use horn', 'School Ahead'); There are also some international symbols which have only pictures and do not use any language. Let children prepare some playcards and some symbols, and use them during practice.

You may collect a picture of the Children's Traffic School in a big city like Delhi or Bombay or Calcutta. These schools afford excellent opportunities to learn traffic rules and to practise them.

### What Children have Learnt

- Why are footpaths built on city roads ?
- Which side of the road do vehicles keep to while moving ?
- Which points should you bear in mind while you cross the road ?
- Would you like to be a policeman at the crossing ? Why ?



## UNIT D

### *We Send Messages*

#### **Objectives**

Communication goes hand in hand with transportation. Along with transportation, children should learn about communication—how messages are sent and received. Almost every child has seen a postman and knows that he brings letters, which help us to maintain a bond with our relatives and friends who live away from us.

This lesson will describe what happens to letters after we drop them into the red letter-box.

#### **Understandings to be Developed**

We receive message from our distant relatives and friends through the post.

The post is carried from one place to another.

Letters are collected first in the post office, and from there they are sent to our homes.

We must address our letters clearly and legibly so that the address may be read by everybody who can read.

#### **Skills and Abilities to be Acquired**

To write addresses properly on letters.

To observe postal rules, *i.e.* using proper stamps for our mail, posting letters at the proper time, etc.

### *17. The Postman Brings Our Letters*

#### **Background and Objectives**

The lesson will tell children where the postman gets letters from before he delivers them to us and that the postman is among our best helpers.

#### **What Children should Know**

The postman delivers letters to every home. He reads the name and the address written on the letters and delivers them to

the addresses. Sometimes, he brings small parcels and money orders also.

We post our letters in the red letter boxes. They are then collected from the boxes and taken to a post office, where they are stamped, sorted, put into big bags and sent to the railway station. Every big station has a Railway Mail Service office. This office takes charge of these letters and



Fig. 35

despatches them by rail. They are then received again in another Railway Mail Service office in another town, from where they are sent to post offices and distributed.

In cities, mail is delivered to our homes every day, often more than once. If it is a small village, the postman visits the homes twice or thrice in a week.

The postman performs a very useful service for us.

### Aids to Teaching

Poster 35 : 'The Postman on his Round'.

### Teaching Hints

Children may be asked to bring from home some old postcards and used envelopes (Lesson 1, class I). Your introduction should centre round them: the postage stamps,

the postmarks, the addresses on the letters, etc. Children should feel free to ask questions to understand obscure points.

If you can arrange it, invite the postmaster and the postman one day to the class. Children may then ask them simple questions which will help them realize that the services rendered by the post office are essential for social life. Between them, the two officials can explain to them the mysteries of the postal service.

Let the class then play the Postal Game. There should be some play post-boxes and places designated as a post office, an R.M.S. office, a railway station and the homes of addressees. The children should perform these operations in sequence :

posting of letters

collecting them from different post-boxes  
 and bringing them to the big post office  
 stamping letters and sorting them  
 putting them into separate, labelled bags  
 similar operations in the other post offices  
 in the city  
 taking the bags on a motor van to the  
 railway station  
 another sorting of bags in the Railway  
 Mail Service office and putting the bags  
 on the train  
 sorting of letters in the R.M.S. van on  
 the train  
 unloading of bags at various stations and  
 receiving fresh ones  
 carrying of bags to post offices  
 sorting of letters there by postmen and  
 distribution, locality wise among postmen  
 delivery of letters at home

Children should be told of the steps that  
 precede the dropping of letters into the post-  
 box and given practice. Postcards, stamps  
 etc. are sold in post offices. Children should  
 know their addresses thoroughly and how  
 to write them. They must write them legibly  
 and correctly on the mock-letters they drop  
 into the letter boxes. The child postman  
 should have no difficulty in reading what is  
 written.

They may learn a poem on the Postman :

Spring or summer, wet or dry,  
 Seeta Rama goes on his rounds.  
 His yellow bag behind him slung,  
 With letters heaped for everyone.  
 From house to house he goes each day  
 Upon the Postman's steady way.

Starting from the main Post Office,  
 Smiling he comes down to me ;  
 He may bring me books to read

Sometime he may bring me money,  
 There's a smile upon his face  
 And he walks at a brisk pace.

He covers every village,  
 And he never tired seems,  
 Brings good news to every homestead.  
 Every face that sees him gleams,  
 And look ! here the beaming stops  
 For Father's Money Order drops.

### Additional Activities and Experiences

To prepare labels to designate places in  
 the Postal Game

To arrange in class a display of different  
 postage stamps and pictures of postmen,  
 post offices and other connected places  
 and persons

To play the postman and describe his  
 duties

To write addresses legibly and correctly  
 To learn present postage tariffs and work  
 out sums in the mathematics class

To learn from grandparents how letters  
 were delivered in olden days

To draw the picture of a postman

### What Children have Learnt

Give your home address and then write  
 it.

Do you like to be a postman ? Why ?  
 What duties would you have to do if you  
 were a postman ?

Frame three questions would you ask of  
 the postman when he visits your class.  
 Can you answer them ?

List all those persons who help letters to  
 reach us.

How would you invite the postmaster to  
 your class, receive and introduce him and  
 thank him at the end of the visit ?



## 18. We Visit the Post Office

### Background and Objectives

A trip to the Post Office will now give the finishing touch to the Unit on Communications. The actual working of a post office will satisfy children's curiosity and at the same time help them visualize the working of the postal system.

### What Children should Know

The Post Office is a very important place in the neighbourhood. Letters are collected here from many post-boxes and also received here from outside and then distributed. A variety of persons work in a post office.

Post Offices also receive money orders and act as savings banks.

*Note.* Children need not be taken to a big post office, where they may get confused or lost. Also, it is not necessary to introduce them to the other functions of the post office like selling quinine in remote villages, issuing radio licences, selling savings certificates, etc. Neither are they introduced to other aspects of communication, e.g. telegraph and telephone.

### Aids to Teaching

Poster 36 : 'The Post Office'

### Teaching Hints

Begin with simple questions on the postman. 'Where do letters come from ? How



Fig. 36

does the postman deliver the letters ? How are they sorted ?' etc. Tell them then that the answers to these questions can be had if we go to a post office, ask the officials there about their functions and see how they work.

You may then plan to take your pupils to the post office one day. If the office is a small one, they may be taken there in batches. A visit like this may not be difficult to arrange, but be sure to make all necessary preparations before you start.

At every place in the post office, children may like to ask questions. You should meet the postal officials beforehand and request them to be ready for the questioning. If possible, take them to a place where they may see a train and show them the R. M. S. van.

Much of the information so far obtained can be revised through Poster 36. It shows a number of counters and a queue at one counter. Ask : Why is there a queue ? Why are the counters guarded by partitions ?

How can we obtain an inland letter or a money order form ? What is meant by registration ?' and so on.

### **Additional Activities and Experiences**

Play a Post Office game. Let children go to a make-believe post office on a variety of errands.

Ask children to collect old postage stamps and affix them on plain sheets of paper, pretending they are envelopes. Get them to write addresses on the sheets.

Relate postal rates with the mathematics lesson.

Tell them all about a postmark.

### **What Children have Learnt**

From where does the postman bring letters for us ?

What kinds of business are transacted in a post office ?

What would you do if you wanted to purchase an envelope ?

What will happen if a letter is not correctly addressed ?

## UNIT E

### *Our Festivals*

#### **Objectives**

In class I, children got an idea of festivals celebrated at home. Of course they knew something about them from experience. The present Unit will tell them of festivals which are celebrated in the neighbourhood. They will now learn about the most important festivals associated with religions other than theirs and celebrated in other parts of the country.

The objective of the Unit is to help them realize that we look upon everybody's festivals as of equal importance and with the same amount of respect and reverence.

#### **Understandings to be Developed**

The neighbourhood celebrates a number of festivals, most notable of which are the Durga Puja, Diwali, Holi, Id,

Ganeshotsava, Pongal, Onam, Christmas, Moharram and others.

We must participate in all these festivals and derive pleasure from them.

There are some interesting legends about the origin of festivals which—though they may differ from place to place—tell us of our ancient culture.

Festivals are occasions for enjoyment and no distinction is to be made between those of different religions.

#### **Skills and Abilities to be Acquired**

To respect all festivals regardless of region or religion.

To share in the management of public festivities and in cleaning the neighbourhood and decorating the sites of the festivities.

### *19. Our Important Festivals*

#### **Background and Festivities**

As the only lesson of this Unit, it has the same objectives as the Unit itself. Children's acquaintance with the festivals at home should be widened to include those of the neighbourhood. In other words, the domestic circle widens here

also to embrace the wider society, and the social significance of festivals gains prominence.

#### **What Children should Know**

The names of the important festivals celebrated in India should all be learnt, no matter to which region



they belong. But stress should in the beginning be laid on those festivals which are celebrated in the region and with which children are more or less familiar.

It has been said before that the legends and historical facts on which the festivals are based may be told to the children, simply and picturesquely. Some accounts of the most important Indian festivals are given below. If they do not agree with local or regional accounts, the latter should be preferred and told.

*Dashahara and Durga Puja.* This festival which falls in September, October every year commemorates the victory of Shri Ramchandra over Ravana, the King of the *rakshasas* and in a way represents the victory of good over evil. In northern India, Dashahara is celebrated through a series of Rama Lilas and on the tenth day a huge effigy of Ravana is burnt. In eastern India, the occasion is celebrated through the Puja of the goddess Durga, together with feasting and rejoicing.

*Diwali* is the festival of lights. Homes are cleaned, and on this particular day every nook and corner is lighted. In most places, the goddess Lakshmi is worshipped and prayers are offered in the hope of future prosperity. In eastern India, the goddess Kali is worshipped. Two days after Diwali, Brothers' Day, is celebrated when sisters offer food to their brothers and pray for their long lives.

*Christmas*, the birthday of Jesus Christ, the founder of Christianity is celebrated by Christians all over the world. Special prayers are offered on this day in churches. On the eve of Christmas, an imitation Christmas tree is decorated with cotton wool and all kinds of coloured ornaments. There is feasting and rejoicing all round.

On this occasion, cards and greetings are exchanged.

*Id-ul-Fitr*, is celebrated every year to mark the end of the month of Ramzan, during which Muslims keep fast during the day. On this day, people—and particularly children—put on new clothes and go to the mosque to offer prayers. There is great rejoicing on all sides and people meet friends and relatives, embraces one another and wish them well.

*Holi* comes in spring. It was originally celebrated to mark the end of winter and the advent of spring. It is a festival of rejoicing, fun and hilarity. People spray coloured water on one another, enjoy food and sweets.

*Onam* is a festival celebrated in Kerala. Houses are cleaned, handpainted and decorated. People put on new clothes and worship the goddess Lakshmi. A special feature of the festival is the entertainment offered by the boat race in the evening. Hundreds of special types of boats sail on the backwater lagoons and there is all-round rejoicing. The whole city wears a festive look.

As suggested, the teacher will emphasize the local and regional festivals first. Others may only be known by name. Children will become familiar with them in the years to come when they read in detail about the neighbouring States in India.

### Aids to Teaching

Posters 37 and 38 : 'Our Festivals'

### Teaching Hints

This lesson may not be taken up in sequence after the earlier lessons. It will be best taught in bits, each festival being taught as it occurs. If this is done, the

teaching itself will be real, connected with 'here and now'. Children will be able to contribute to the lesson because their experiences will then be fresh. They may even be able to relate the legends and stories connected with the festivals.

India is the home of many religions. The followers of these different religions have long lived side by side and have to live so in the years to come. Children have to learn this lesson early in their lives and teaching them this is, therefore, the school's responsibility.

It will also be good to remember that India is a vast country. Dress, manners and customs and food differ from region to region, and so do the festivals. It is as necessary to know the special festivities of different regions as it is to know those of our own regions. We have to rise above both communalism and regionalism.

Your particular responsibility is to be careful about the attitudes that are permanently formed in children's minds. No harmful and one-sided ideas should be allowed to taint their minds. Respect for other religions will gradually come once they learn to respect and participate in other people's festivals. Lay emphasis on the similar features of all festivals.

The school may arrange some common festivities—as for example, the birthdays of great men. Children should be given small responsibilities in the course of the arrangements to be made.

Children should be encouraged to discover for themselves the similar features in the festivals.

#### **Additional Activities and Experiences**

To collect pictures of festivals from newspapers and magazines

To draw their own pictures of festivals

To learn to participate in others' festivals

and use the proper greetings on different occasions

To learn stories and legends connected with different festivals

To keep a record of festivals like the one shown here :

Name of festival	Days/Months when celebrated	Season	Special food if any

Fig. 37





Fig. 38

This table will be filled in after every festival, so that the list is complete as the year ends. One more column may be added, in which may be pasted pictures or photographs.

### What Children have Learnt

Prepare a list of festivals you have read about.

Start with the Diwali and arrange the following in sequence : Holi : Christmas ; Onam ; Dashahara ; Ganeshotsava.

Learn the stories of Rama, Jesus Christ and Mohammad, and tell them to the class.

Name the festivals you like best. Why do you like them best ?



## Unit F

### *The Bāla Sabhā, the Grāma Sabhā and the Municipal Board*

#### **Objectives**

The first lesson on democracy and local government should best be given from the example of the *Bāla Sabhā* or Boys' Parliament. Through it children will be led to the *Grāma Sabhā* and the Municipal Board, the organs of local government.

*Note.* Institutions for local government may differ in name, composition and functions from place to place and from State to State. Teacher should acquaint himself with the conditions in his State. Lesson 21 below gives only the indications as to how the lesson should proceed.

#### **Understandings to be Developed**

Children should co-operate with teachers by accepting small responsibilities of school management and help arrange special celebrations.

Villages together solve their problems through *grāma sabhās*, which look after

cleanliness of roads and lanes, street lighting and water supply. At some places, they also settle minor quarrels and disputes.

Municipal boards in cities look after these things in cities, but they do not settle quarrels and disputes. They look after the city's health also and the education of its children. In big cities, there are 'corporations', which have wider powers than municipalities.

#### **Skills and Abilities to be Acquired**

To exercise the right of vote and co-operate in getting the best man elected.

To accept, and implement without question, the decisions of the majority.

To mind public property belonging to *grāma sabhās* and municipal boards.

To express an opinion on matters of importance for class and school.

### 20. *The School Bāla Sabhā.*

#### **Background and Objectives**

Children now know the school rules fully and well, and also that these should be obeyed. They need to practise what they

have learnt. The *Bāla Sabhā* is an excellent medium through which theoretical knowledge can be actually implemented. At quite an early age children should get



of the majority are worthwhile and are fully implemented.

You may like to refer to the story told in class I (Lesson 1), in which the animals decided in a meeting that one of them would go to the lion every day to serve as his meal. Ask children to repeat it and try through questions to bring out the following :

the problem before the animals : how to stop the indiscriminate killing of animals by the lion.

to call a meeting to solve the problem by arriving at a decision.

to elect a president, everybody voting.

to put forward proposals and discuss them.

to accept a proposal on the votes of the majority of members present and to agree to abide by it.

to inform the lion about the decision.

With this story as the basis, you may explain the working of the Bāla Sabhā. You are now sowing the first seeds of democratic working in the minds of children. They should be helped to see clearly that in a democracy, people discuss a point fully from all aspects before they agree upon a common course of action and that this decision on the common course of action (arrived at unanimously or by the decisions of the majority) must be carried out to the fullest.

Now exhibit Poster 39 and ask what the children in the picture are doing, and explain the procedure adopted in such meetings.

Tell them that when a special meeting is called (that is, one in which there is no permanent president already decided upon), some member proposes the name of a person. There may be more proposals than one. Each proposal is then seconded. If it is now found that there is more than one

candidate, there is voting. If there is only one name, that person occupies the chair, and this is received with applause by the members present. The president (or chairman) is responsible for the maintenance of order in the meeting and his orders are final. No member should speak without his permission. When business is over, a vote of thanks is proposed for the chairman.

A Bāla Sabhā meeting is, however, different from such a meeting in several respects. It has already an elected president, who presides over every meeting. The Sabha of course decides whether the president, is elected for a whole year or for only one month, or in other words what the term of the president will be.

The exercise of the right to vote should be an exciting occasion for the children. Explain to children what a vote is and how important it is, what is meant by representation and representative, how votes are cast and how an election is decided. On the first occasion, children may vote by a show of hands.

Get pupils to propose names and to second them. Show them that when the names proposed exceed the number of representatives already fixed, there has to be an election. Tell them that the person whom they consider worthiest should be chosen, and while every candidate may try to canvass support, votes should be free and unbiased.

One of the functions of the Bāla Sabhā should be to arrange the celebration of special days and national festivals. If a special day is approaching, you may talk about it and ask a senior student of the school to explain the procedures to be undertaken. He will tell the class from past experience how the day was celebrated in



the past and how the Sabha managed it to everybody's satisfaction.

### **Additional Activities and Experiences**

To hold conversation on the picture.

To arrange an election scene.

To hold a mock meeting and to go through all the steps described above.

To celebrate special days. [Let the class be divided into several small groups, each being entrusted with some responsibilities, e.g. cultural : arranging a dramatic show reciting poems and dialogues, etc.; and administrative : hoisting the National Flag, fixing details of talks and addresses by important outsiders, inviting and receiving guests, etc.]

Occasions like these should be used for practising the National Anthem and repeating the rituals connected with a formal flag-hoisting ceremony.]

To call weekly meetings of the Bala Sabha and accept minor responsibilities

like cleaning the school compound, decorating the walls of the classroom, managing the water supply, maintaining weather charts, organizing games and sports, etc.

### **What Children have Learnt**

Make a list of the rules of the school Bāla Sabhā.

Hold a debate in the Bāla Sabhā on what competition to organize. [Teacher should organize this and to see that every child takes part in the debate and observe how they behave]

One representative is to be elected. Look at the following carefully and say who should be elected :

Ramesh Kumar	.....	15 votes
Ashoka	.....	12 votes
Premalata	.....	18 votes
Ram Singh	.....	13 votes
Santosh	.....	17 votes
Sayeeda Banu	.....	21 votes

## *21. The Grāma Sabhā and the Municipal Board*

### **Background and Objectives**

Children have now taken part in elections and learnt about the working of the Bāla Sabhā. They are now to learn that the Grāma Sabhā and the Municipal Board are local government institutions and work like the Bāla Sabhā but only in a bigger way. These bodies strive to solve local problems. in a co-operative manner, as the Bāla Sabhā does in the case of school problems. Children in school co-operate with the Bāla Sabhā and carry out its decisions. It is the duty of all citizens to co-operate with these

local bodies and carry out their decisions.

### **What Children should Know**

Every member of a family, man or woman, works hard and does the duties assigned to him. But they also meet problems to solve which they have to seek the help of people outside the family. These problems are : water supply, cleanliness of roads, street lights, etc. Villages have local bodies to which citizens elect representatives and charge them with the duty of taking care of these common problems.



Fig. 40

In the same way, cities have municipal boards, which look after street lighting, water supply, health, primary education, roads and things like these. They have an income of their own and meet their own expenses. Big cities have 'corporations', which have greater powers than municipalities.

**Note.** This lesson will have to be modified to suit local needs and conditions. Local bodies differ in name and functions from State to State. Besides, it is not necessary to teach the topic to any depth. Children in this class need not study or know the composition of local bodies or the sources of their income. The points that need emphasis are (i) co-operative solution of local pro-

blems, (ii) importance of elections in a democracy, and (iii) the duty of every citizen to co-operate with the local bodies in every possible way.

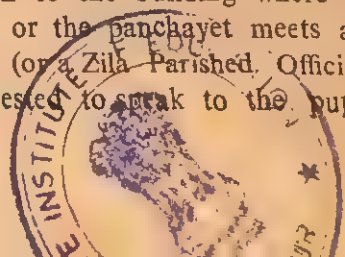
#### Aids to Teaching

Poster 40 : 'The *Grāma Sabhā* At Work'

Poster 41 : 'Functions of the Municipality.'

#### Teaching Hints

The children's knowledge of the duties and functions, and working of the *Bālā Sabhā* is to be made the basis of this lesson. In a village it is easy to tackle it. Children may be taken to the building where the *grāma sabhā* or the panchayat meets and the headman (or a Zila Parishad Official) may be requested to speak to the pupils.



What need to be stressed are the broad functions of the body and the place of elections in its working. Show Poster 40 and give a talk on it. Let the pupils attend a meeting of the Sabha and see how a meeting is conducted.

Then show Poster 41 and elicit the functions of a municipal board. Tell children what a corporation is. There may be a simple discussion on how local bodies are run. The discussion should lead them to the primary sources : the people who elect the representatives.

Fig No. 41

41



Dramatization and play-acting will come very handy in this lesson. They may go with every activity : elections, formation of local bodies, holding a meeting, debate, procedure, etc. Children should be taught from the very beginning the steps, procedures and manner in which meetings are conducted.

### Additional Activities and Experiences

To invite some important officials connected with a local body and request him to talk to the class about its essential features and functions.

To hold a mock election and go through every step beginning with nominations and ending with the declaration of the result.

To request some responsible persons to give an account of the most important projects the local body is engaged in.

### What Children have Learnt

What are the members of a *grāma sabhā* called ?

What is the chief of a municipal board called ?

Why are elections held ?

Make a list of the functions of (i) a *grāma sabhā* and (ii) a municipal board. Dramatize the following incident :

Two persons approach the *grāma sabhā* with a small dispute. The *Grāma Sabhā* (which is composed of a few pupils) should have a trial with members acting as judges.

The trial should be a real one, and include witnesses also.

Discuss in class how you as pupils should co-operate with a *grāma sabhā* or a municipal board.



## UNIT G

### *Stories to Entertain*

#### **Some suggestions**

All stories in this Unit are from the childhood of great Indians, and with the exception of the first, all belong to modern times.

What you should seek to bring out from these stories is that in their childhood, these great men were like other children. They read and worked, and played pranks, too. They indulged in boyish jokes and like other boys, sometimes omitted to speak the truth and did things without the knowledge of others.

Still, there was something in them that marked them out from the other children and gave promise of future greatness. One great quality that is found in common in all of them is their readiness to admit their mistakes even when they knew that they might be punished as a result. For example, Gandhiji had suppressed truth, but when time came, he had the courage and integrity to come forward to confess his guilt and then, never again to repeat it in his life.

The last story in the Unit is about two young boys who did deeds of exceptional bravery even at the risk of their lives and were rewarded for their selfless courage.

You will find the suggestions given earlier at the beginning of Unit D, class I, useful for this class as well. You may find it useful to go through those pages again. Only the broad outlines of the stories have been given here rather, it should be said that only a few incidents have been indicated. You will have to elaborate them when you narrate them, adding flesh and blood, and colour, wherever you think necessary. If you happen to know more such stories about these men, be sure to tell them. Children should always be encouraged to narrate what they know. At this age they should listen to as many stories about great men and women as can easily be told and these stories need not be restricted to persons of our country alone.

### 22. *Whose the Swan ?*

In very, very old times there lived a King. His kingdom was at the foot of the great

Himalaya mountains in the region we now call the Tarai. A handsome, bonnie boy



Fig No. 42

was born to him, and he named him *Siddhartha*.

*Siddhartha* grew up, bigger and bigger, and when he was as big as you, he looked a handsome prince, strong yet tender-hearted. He excelled in his studies, had a sweet voice and knew everything that a young prince should know. He was dearly loved by all who knew him.

Several young boys of high families were chosen to give him company and be his friends. They all worked and played together. Among them was Devadatta, *Siddhartha's* cousin, who even at that young age was jealous of the king's son.

One day, the young boys went for a stroll in the great pleasure-garden of the king. It

was a wonderful place with all kinds of green trees in it. Flowers were in bloom on every side. Birds of various sizes and hues were perched on the trees and sang charming songs. In the centre of the garden was a big, round tank full of clear, sparkling water and in it blossomed the most wonderful lotus flowers.

While the boys scattered on all sides, laughing and shouting, *Siddhartha* sat quietly on a small platform near the tank, watching the swans in the water and the flowers in full bloom.

All of a sudden, a swan fell at his feet, as if from the heavens, fluttering and panting for life. *Siddhartha* bent down to look closely and found a murderous arrow stick-

ing in its breast. Softly and kindly, he took the swan up in his arms and tried to stanch the blood flowing from the wound.

The swan was evidently in great pain, though poor thing!—it could not say so. *Siddhartha* now set about relieving its pain. He drew the arrow out of the wound, took the bird to the water and washed the wound, and then tore a long strip from his silken cloth and tied the wound with it.

His eyes were filled with tears all the time, as though he felt the pain himself. The swan, however, looked very much relieved and happier.

As he was holding the swan close to his breast and petting it softly, Devadatta and his friends came up running to him. They could see from a distance the swan in *Siddhartha's* arms, and Devadatta shouted, 'The swan is mine. Let me have it.'

'How is it yours, Brother Devadatta?' said *Siddhartha* softly.

Devadatta was loud in his protests against the question. 'Do I have to prove the point? It was my arrow that struck it and brought it to the ground. Ask them and you'll know'. And he pointed to his companions.

As before *Siddhartha* spoke sweetly and softly. He said, 'I know all that, Brother. You certainly wounded it, but I have saved it from death. I washed its wounds and nursed it back to life. It can't but be mine.'

'Saved! Saved! What do you mean? Aren't you a king's son? Don't you know that we princes shoot birds and animals at will for our pleasure as well as for our food. Don't argue. Give it to me'.

'No, my brother. I can't do that. Just see, how frightened the poor swan is, just at sight of you! It seeks to hide in my breast. Won't you take pity on it?'

'I have no pity,' Devadatta replied, 'for things which do not deserve it. If I don't

get from you, I'll go to your father, the King. You'll see then to whom the bird belongs.'

Devadatta was almost bursting with rage and his companions were fanning the flame. He took the way to the court, with the other boys at his heels. *Siddhartha* followed at a distance with the bird in his arms and a smile on his face.

The king was there, conferring with his ministers and courtiers. He saw the boys standing at the door awaiting his pleasure, called them to his side and asked what brought them there.

In his agitation, Devadatta blurted out the story but his rage was too great to allow him to be coherent.

The King patted him on the back and asked his Chief Judge to listen to both sides of the story and to adjudicate.

Devadatta was the complainant and had the first say. 'I wounded this swan as it was flying high. The arrow that stuck in its breast was mine. The bird is mine and should come to me. These friends of ours will tell you that it was my arrow that wounded it.'

*Siddhartha* defended his case softly and patiently. 'I do not dispute what Devadatta says,' said he. 'I know the arrow came from Devadatta's bow. What I dispute is that the bird belongs to him. The bird fell wounded at my feet. I washed its wound and nursed it. The bandage that binds the wound came of my cloth. The bird that was then dying lives now. I claim the swan, for I gave back its life.'

The Judge listened to the whole story and said that the swan should go to *Siddhartha*.

But Devadatta made a great row and



did not agree. So the King said, 'All right, you get another chance, Devadatta. Let both of you stand on one side and let the bird decide who is to own it. It belongs to him to whom it goes.'

Everybody there liked the king's proposal.

The king took the swan in his arms and the two boys stood before him at a short distance. Then he let the bird go.

The swan did not so much as look even at Devadatta, but flew straight to Siddhartha's arms. The swan was now rightfully his.

This was the prince who later renounced the world and became the Buddha, of whom you will know more when you are older. He preached a new religion, a religion of peace and love and friendship, and called upon his followers to live in amity not only with one another but also

with birds and beasts. Ashoka, the great Emperor of Pataliputra, walked in his footsteps, though he was born about 300 years later, and is known in history for his piety and love of peace.

That is why India has adopted the Ashoka Chakra for our National Flag.

### Some Suggestions

Get the class to repeat the story several times after it has been told.

Dramatize the whole story and get the class to prepare under your guidance, the bows, arrows, the swan, the king's crown and other things needed in the play.

Ask the children to collect pictures of the Buddha and the incidents of his life for the Social Studies Corner.

Tell them other stories from the Buddha's life.

The *Jataka* stories may also be told.

## 23. Mohan Steals

Mahatma Gandhi's full name was Mohandas Karamchand Gandhi. He was born in a well-to-do family of Rajkot in Kathiawar.

He was a sincere and obedient lad in his childhood and had high respect for his parents. Early in life, he had heard stories of Shravan Kumara and Harish Chandra, and both of them had a profound effect on him. The first of them taught him reverence for his parents and the second, love of truth and firmness of promise.

But even he was once guilty of stealing. The incident has been told by Gandhiji himself.

His elder brother owed twenty-five rupees to a neighbouring shop. He was not able to pay it back—where could he get so much money from?—and was afraid of speaking to his father. The trader now threatened to bring the matter to the notice of the family.

The brother in his fright took Mohan into confidence, but the two lads could not together find a way out. They were mortally afraid lest the trader should actually complain to their father.

They thought and thought, but could not think of a solution. At last, Mohan stole a bit of gold from his brother's armlet.

It was made of solid gold and it was not difficult to clip a bit out of it. The debt was cleared.

But this guilt became more than he could bear. He resolved never to steal again. He also made up his mind to confess it to his father. There could not be a cleansing without a clean confession.

So he wrote out the confession. Not only did he confess the guilt but he asked for adequate punishment also.

His father was at that time unwell and in bed. Mohan himself handed the confession to his father. He read it through and pearl drops trickled down his cheeks, wetting the paper. He tore up the note. Mohan could understand his father's agony and also cried.

The pearl-drops of love, Gandhiji said, cleansed his heart and washed his sin away.

Mohan grew up to be known as Mahatma Gandhi. He led his country to freedom and his countrymen affectionately call him *Bapu*.

## 24. *Jawahar Steals A Pen*

When '*Chacha Nehru*' was a boy, he often indulged in harmless jokes and mischief.

His father, Motilal Nehru, was a great lawyer. He was a rich man and lived in great style. He had a big bungalow in Allahabad, in which Jawahar, the only son in the house, reigned supreme.

One day he entered his father's office in his absence. He saw on the table two new fountain pens. Fountain pens in those days were not as common as they are now. Little Jawahar was at once attracted to them, and very soon one of them was in his pocket.

Pandit Motilal came home in the evening and presently entered his office. There he found only one pen on the table. He raised

a row and sent servants on all sides to look for the pen at every place. He shouted at everybody and reprimanded every body he saw. But the pen could not be found.

At last, the 'thief' was detected. He was brought before his father who, still in a rage gave him a sound beating. Weeping, he crept to his mother, who said a few kind words, but at the same time, sternly asked him not to do this in future.

This boy became the first Prime Minister of Free India and one of the greatest men of his times. He loved children who returned his love and called him *Chacha*, that is Uncle.

25. *The Artless Rajendra*

Rajendra Prasad was born in a village in Bihar. From his very childhood, he was a good and obedient boy and was loved by all for his simple nature. He has himself told us in his book that he used to sleep long and soundly and went to bed very early. But he got up very early in the morning and loved to listen to his mother reading the Hindi *Ramayana* of *Tulsidasa*. Even in his boyhood, he knew a large number of verses by heart.

Rajendra was extremely good-natured and brilliant in his studies. In the Matriculation examination of the Calcutta University, he secured the first position. His guardians decided to send him to Cal-

cutta where he joined the Presidency College. When he was leaving, one of his old teacher gave him some parting advice. 'Calcutta is a very big city', he said, 'which has a thousand attractions. If you are caught in any one of them, it will mean the end of you and your studies. Beware of them and keep up your brilliant results.'

Rajendra never forgot this valuable advice. He stood first in every examination he took. In later life, he became one of India's chosen leaders and was in the front ranks in the struggle for freedom.

He was elected the first President of Free India, but still remained as simple in nature as in his youth.

26. *Gokhale the Honest*

Gopal Krishna Gokhale was one of our older leaders. He was also a great fighter for the country's freedom. Several stories are told of his truthful nature and integrity. Here is one of his childhood days.

When in school, he wanted to do well in his studies and was an industrious student. He did all the school tasks carefully and pleased his teachers with his industry and perseverance.

One day, the teacher set some sums to be worked out at home. Gopal Krishna worked them out, but got stuck on one, which he could not solve. He then went to an older boy in the neighbourhood and he solved it for him.

When he reached the school the next day

the teacher was very pleased with him, for he was the only boy who had completed all the sums set. He made much of him in class and called on the other pupils to emulate him. He then asked Gopal to come up and sit in front of him as the reward for having done all the sums.

This was too much for Gopal. He did come up, but stood up in his seat and said, 'Sir, I have played you a trick. I did not do all the sums myself. I found one of them too difficult for me and got an older friend to do it. I don't deserve either the reward or the good words you have used for me.'

But the teacher praised him even more



now for his open and honest nature. Little Gopal would not take what was not right-

fully his, he said, and should, therefore, he emulated by all.

## 27. *Persevering Lal Bahadur*

The next Prime Minister of India after Jawaharlal Nehru was Lal Bahadur Shastri. He came of an ordinary family and lost his father when he was very young. He was brought up by his mother's father.

Lal Bahadur was very small in his boyhood and was known as *Nanha* (or Tiny). One day when he was six years of age, he was coming home from school with a few more boys. On the way there was a mango orchard and mangoes hung from the trees. At that sight, the boys could not resist climbing up the trees and having some mangoes.

Tiny stood on the ground under the tree. He was too small. He watched the other boys go higher and higher up.

The *mali* (or the gardener) suddenly made his appearance and his shouts made the boys come down. but Tiny was the first to be caught. The *mali* lost no time in calling the boys names and slapping them all.

Tiny was hurt at it and protested. 'Why do you beat me? I didn't get up the tree. Is it because I have no father?'

The *mali* caught hold of him and gave him a shaking. "You've no father!" said he. "Well, that's all the more reason why you should be a good boy and leave the company of the naughty!"

This made a great impression on Lal Bahadur and from that day he made up his mind to be a good boy. He persevered, worked hard, faced difficulties, and at last

he showed others that determination and hard work can bring a man to the top. He did not disappoint his widowed mother.

There is another incident of his childhood that may be related. When he was about 14, he went to a school which lay across the *Ganga*. He had every day to cross the river in a boat to reach school.

One evening he was delayed in school. The river was swollen after the rains and it was dark. No ferry boat could be seen about.

But Lal Bahadur had to reach home that evening. So he tied the books to his head with his shirt and plunged into the river. The swift current of the water took him much greater time than usual but could not deter him. He swam on gallantly and reached home safe.

Thus, fighting against odds, Lal Bahadur progressed with his studies. He joined the *Kashi Vidyapitha* and passed the *Shastri* examination from there. Even before that he had been in the fight for freedom and kept up the struggle all his life under the leadership of Mahatmaji. When freedom came, he occupied high positions and after the demise of Jawaharlal, was chosen to be the Prime Minister of this great country.

When he was Prime Minister, Pakistan, our neighbouring country, launched an attack on us. Lal Bahadur was a very gallant leader and led the country in those difficult times with courage, heroism and foresight.



Even though he had to fight, he believed in settling quarrels peacefully and through negotiations. He agreed to the request of other countries that India should stop fighting, and was persuaded to go to Tashkent in the U.S.S.R. to have peace talks with the President of Pakistan. There both agreed to observe peace.

Before the ink of the signature was hardly dry, a great misfortune fell upon us. That very night, Lal Bahadur had a severe heart attack, from which he did not recover. At the moment of his great triumph, not he

but his dead body was flown to India. Lal Bahadur Shastri was our Prime Minister only for 18 months and during this short period, in peace and in war, he was a gallant leader who performed his duties with great firmness and led us with success and foresight.

Lal Bahadur was born in a poor family but rose high by dint of sheer industry and perseverance. He was never proud of his high position and did not change the simple ways of living to which he was used all his life.

## 28. *Two Brave Boys*

Here are the stories of two brave boys who risked their lives to save others from death. They were given awards by our Government in recognition of their gallantry, selflessness and great presence of mind. These awards are made every year to such young children.

### **Nandkishore of Ajmer**

One day Nandkishore was coming home from school with some friends. It had just rained heavily and the open drains by the roadside were full.

Two small boys were walking by the side of the drain, at the same time playing with a ball. The ball slipped from the hand of one of them into the water. Both tried to retrieve it, but the current was swift and the drain was wide. Their foot slipped and the next moment they were in the water.

Nandkishore who was not yet 10 years of age, did not wait to think. He put his satchal on the ground and jumped into the water and swam after the drowning boys. So swift was the current that he himself

stood in danger of being carried away like the other two, but he struggled hard to keep his head above the water.

After several minutes, which seemed to him as long as hours, he reached the boys and caught hold of their hair with both hands. The little boys were exhausted and almost sinking. By this time some older people came to their rescue and dragged all three out of the water.

The two little boys were brothers; their names were Om Parkash and Jaya Prakash.

Nandkishore became famous overnight, and very rightly so.

### **Purnachandra of Orissa**

Once there was a great fire in a village in Orissa. Cottage after cottage was burning and the villagers were all busy putting the fire down.

Near by, there was a school. It was a storeyed building with a thatched roof. Nobody had noticed it, but a tongue of the flame reached close to the thatches.



Everybody was busy with his own house and no one cared for the school which belonged to everybody.

But the fire did not escape the eyes of a lad of 15. He was Purnachandra, a student of the school. When he found that nobody came forward to save the school from burning, he resolved to do so himself.

He ran to the main door but found it was locked. As there was no time to wait for the key, he scrambled up on to the open verandah on the first floor and drew up after him a very long bamboo stick. He then put it under the thatch and threw the

whole thatch down on the ground.

The fire had just reached the room below but little damage had so far been done.

Other people rushed up then and handed him buckets of water. The room and everything in it were saved.

Purnachandra also received the Government award. Not only did he have great presence of mind, but his sense of duty and responsibility was unique. While everybody was busy with his own property, Purnachandra rushed to save the property which belonged to everybody and to nobody in particular.



